

Intro Sociology Class Slides

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How to use these slides: These are the slides I'll be showing during my class lectures. Wherever you see an underlined blank space you should write in the critical words I left out of the slide. The blank spaces after each sentence or slide are there for you to add the details or examples of each slide that we will talk about in class. Note: There is not a slide for every class topic, so bring a notebook to take notes on those topics.

Unit 1: Intro

S0a) Focus of Course: Week 1: What is Sociology? **Weeks 2-3:** What theories explain how society works, and how do sociologists get their evidence (i.e., research methods); **Weeks 4-12:** How is society held together by culture, structure, socialization, and the stratification systems of race, class & gender? **Weeks: 13-17:** What do sociologists know about crime, deviance, justice, sexuality, the family, and social change/movements?

S3) SOCIOLOGY: DEFINITION & TARGET

DEFINITION: The systematic & scientific study of human behavior, groups, society, and the general social patterns/trends which are found in society.

TARGET OF STUDY: Everything from “social interaction, experiences, social acts, relationships, social organizations, structures or institutions and even world systems.

S4a) WHAT DO SOCIOLOGISTS AGREE ABOUT?

- Social life is not haphazard (there are patterns/predictability to social life)
- Our job is to learn what those patterns are and why they occur.
- Study of patterns important since it allows us to see how an individual's problem might be shaped by factors such as the economy, the educational system, religious attitudes, etc.

S4b)
Music
Down-
Loading
Demo-
Graphics

	2000	2001	2003
All adults	22%	29%	29%
Men	24%	36%	32%
Women	20%	23%	26%
Whites	21%	26%	28%
Blacks	29%	30%	37%
Hispanics	35%	46%	35%
Age cohorts			
18-29	37%	51%	52%
30-49	19%	23%	27%
50 +	9%	15%	12%
Household income			
Under \$30,000	28%	36%	38%
\$30,000-\$50,000	24%	31%	30%
\$50,000-\$75,000	20%	29%	28%
\$75,000+	15%	24%	26%
Educational attainment			
Less than high school	38%	55%	39%
High school graduate	25%	31%	31%
Some college	25%	32%	33%
College degree or more	15%	21%	23%

S4c: Task of Sociology

- Sociology's job is to learn what patterns exist & why they occur.
- Studying patterns allows us to examine how the behavior & attitudes of individuals and groups are shaped by factors such as the economy, the educational system, religion, the media, etc

S4d) POWER OF SOCIOLOGY:

Ability to show how even the seemingly most personal/private aspects of our lives are actually shaped and explained by larger social forces

S4e) Durkheim's Task

- 1890s: Emile Durkheim wanted to demonstrate why sociology was an important field & discipline;

Previously Suicide was attributed to:

- individual's psychological problems or genetic inheritance;
- Seen as totally dependent on the individual.

S5a) Durkheim's Method:

Examine all government statistics on suicide, analyzing:

-who killed themselves?

-where, why, what age?

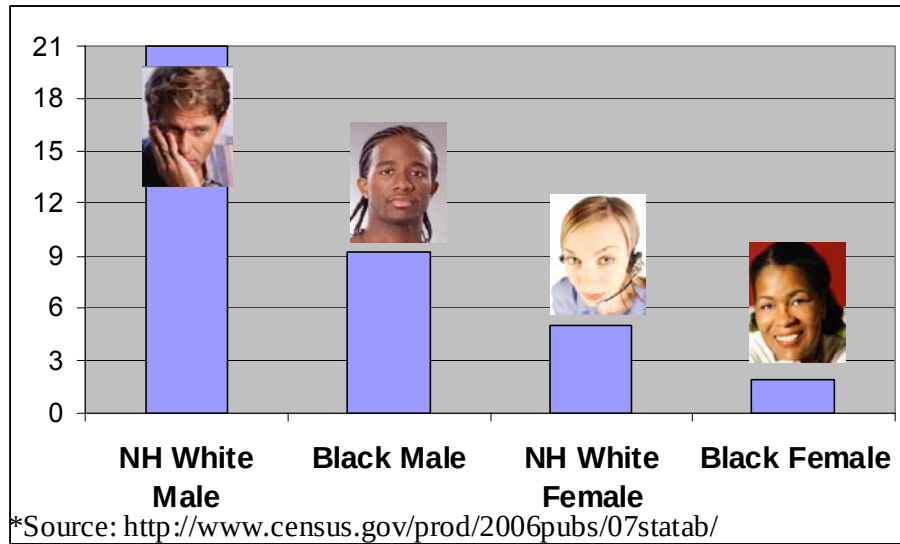
-under what situations?

- Found incidents of suicide followed very clear patterns

S5b) Durkheim's Theory of Anomie/Integration

- extreme individualism → lower social integration & social ties → low morale;
- low morale → higher likelihood of committing suicide.
- Theory Helps predict:
 - 1) what kinds of kids are likely to turn into _____;
 - 2) what kinds of kids are likely to _____;
 (helps explain _____).

S5c) How Does Durkheim's Theory explain U.S. Suicide Rates in 2003 (per 100,000)*:



Unit 2: Theory

S6b) Durkheim's Take on Modernity:

- Specialization under capitalism produces a socio-economic division of labor;
- The division of labor creates a myriad of dependencies;
- Dependencies force everyone to follow certain rules & norms to get their needs met (i.e., mechanical solidarity cedes to organic solidarity);
- Interdependencies are the new glue of society.

S7) Marx's Take on Modernity: Class struggle & the Clash of Ideas drives human history;

- a) Rome: Slaves vs. Roman Empire → _____ was a big step forward for Europe.
- b) French Revolution: Anti-Feudalist struggle frees peasants & merchants from Aristocratic law → _____ was a big step forward for Europe.
- c) Capitalist need to increase profits → increasing automation & wage cuts until _____ → Socialism is the next step in human progress.
- d) Changes in the economic base → changes in politics, culture & religion (i.e., false consciousness-see S12b))

S8) Weber's Take on Modernity

- Economics shape society, but so do _____ & _____;
- _____ & rationalization are the driving forces of modern society;

_____ & technology gain increasing control over people's lives.

S9) Theory vs. Theoretical Perspective:

Theory: a set of interrelated _____ or _____ that attempt to _____ some phenomenon.

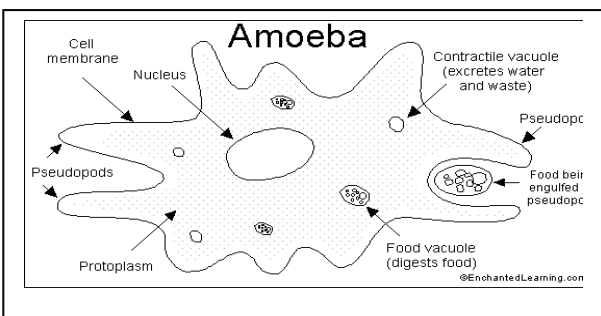
Theoretical Perspective: a whole way of _____: it determines your assumption, interpretation of information, etc.

S10a) The Functionalist Perspective:

- Society is held together by shared _____;
- Society is a joint effort of many institutions & roles _____;
_____;
- The Primary cause of social problems is _____, which generally result from rapid social change, or from deviant individuals.



S10b) Functionalism - Society as an Organism:



If so, what would its components consist of?

(S11) Manifest vs. Latent Effects

- Manifest Effects: the _____ consequences of a social component;
- Latent Effects: the _____

consequences of a component.

S12a] Conflict Perspective

- Society is held together by _____;
- Society is a struggle for _____ among competing _____;
- The primary cause of social problems is the _____ & _____ of some groups by others;
- _____ used by ruling elites to maintain power & control over resources.
- _____ & _____ against oppression are necessary to effect social change.



S12b) **False Consciousness:** According to Marxists, “false consciousness” occurs when subordinate, less educated groups adopt the _____ of the ruling or dominant group.

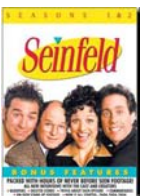
What happened to the number of Navy recruits after “Top Gun” was released in 1986?
Recruitment rises ____%



Source:U.S. Navy Recruiting Command @ www.cnrc.navy.mil/PAO/facts_stats.htm

S13) Symbolic Interactionist Perspective:

- Individual behavior is based on the _____ & shared _____ we learn;
- Learning occurs during interactions between individuals & other people and groups;
- Primary cause of social problems is the way we _____ ourselves, others & our social situations.
- Solution: better understanding of each other and change in language used.



S14a-b) Assignment: Identify the Theoretical Perspective Adopted by Each Statement:

a) “Part of the reason that African Americans are seen as inferior to whites is because the language is biased against them. In European culture the color “black” has long been associated with “evil”, while the word “white” symbolizes “purity & goodness”.

b) As long as American workers don’t have the right to stage a general strike, labor will always be exploited by Corporate America. The General Strike has long been a main weapon for labor to oppose the considerable resources of management.

c) As long as women insist on putting their own career interests ahead of the needs of their children, the family will continue to fall apart in America. Americans must work together to give our children a decent upbringing.

15a) Criticism & Limitations of each Theoretical Perspective:

- Functionalism: too conservative & unwilling to recognize the tremendous divisions in society; promotes servitude of certain groups;
- Conflict Theory: overemphasis on competition & change fails to understand how the order & stability of everyday life are maintained;
- Symbolic Interactionism: focus on everyday interaction is illuminating but ignores the larger social structure & institutions that shape our everyday interactions.

S15b) Types of Sociology:

Microsociology: the detailed study of what people _____ during their everyday lives.

Macrosociology: _____-scale and _____-term social processes of organizations, institutions, and broad social patterns (i.e., the state, social class, the family, economy, culture & society, etc.)

Unit 3: Research & Methods:

S16a1) Experiment: a method for testing an _____ under **carefully** _____ conditions.

-The only way to scientifically “_____” a cause & effect relationship between two variables by ruling out all other plausible explanations.

S16a2) Experiment: Does Pornography Cause Violence Against Women?*

Step 1: 2 groups of male college students exposed to different kinds of pornography.

Group 1: 21 males view “non-violent porno”.

Group 2: 21 males view “violent porno”.

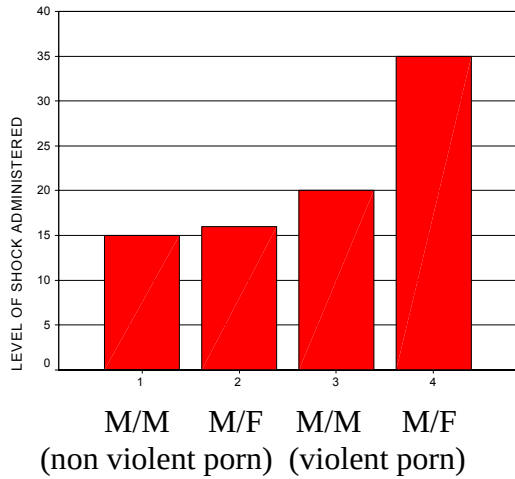
Step 2:

a) Males in experiment instructed to administer “painful blast of noise” to men & women who give wrong answers to any question given.

b) “Severity” of noise measured to determine level of “violence” towards each group.

* Sources: see Malamuth & Centi, 1986; and Donnerstein, Linz & Penrod, 1987, *The question of pornography: Research findings and policy implications*.

16B) Results of “Does Porn Cause Violence?” Experiment:



See: Donnerstein, Linz & Penrod, 1987, *The question of pornography: Research findings and policy implications*.

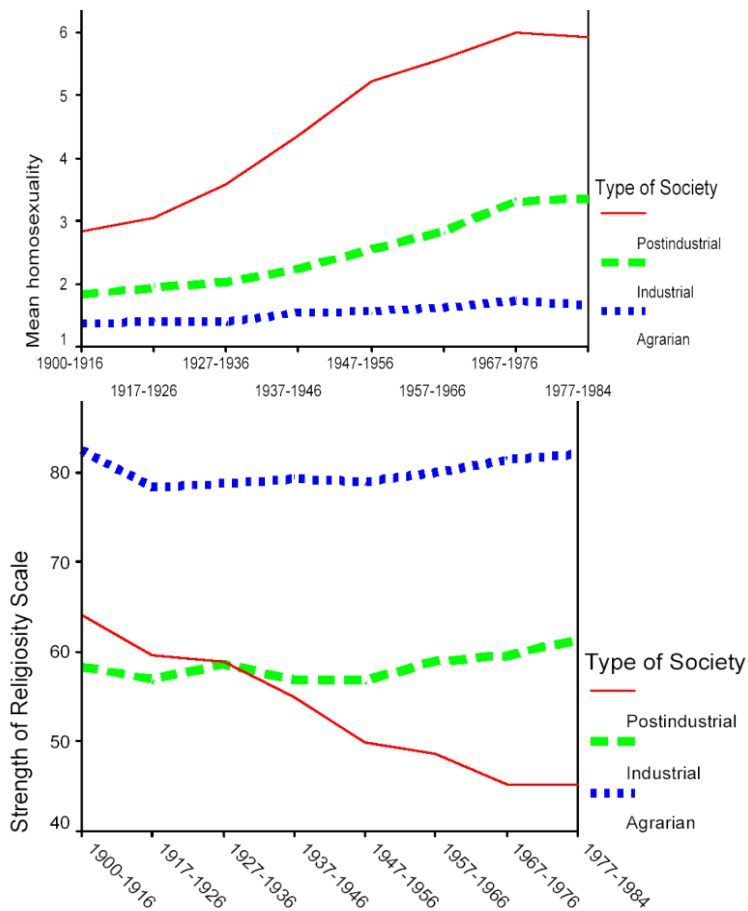
Conclusion of Researchers?

(S 16c) SURVEY STUDIES: _____ studies in which demographic info such as a respondents age, sex, income & religion is taken & people are asked their opinions on various questions. Then computer analyzed. Examples of?

S16d)

Survey Data: Male Attitudes about Homosexuality & Religiosity by Type of Society

(Source: *Rising Tide*, Inglehart
& Norris, 2002: 10-11 @
<http://ksghome.harvard.edu/~p.norris.shorenstein.ksg/ACROBAT/risingtide/Chapter%203.pdf>)



S16e: Detached Observation: studying people who are _____ that they're being studied - without _____ with the group.

Study Question: Do bank customers favor tellers of their own "race" if tellers of various "races" are present?
Research Method:

1) Covertly record who goes where, 2) tabulate totals, 3) produce percentage figures of who each group favors.

S16f) Participant Observation: -becoming a _____ of a social group to understand how they _____ the world & act as they do (involves interaction & interviews).

- Why did Liebow study poor, urban Black men in the 1960s?
- How did he carry out the study?
- What did he find?

S16g) Content Analysis: The _____ codification/analysis of concrete _____ (i.e. physical) data.

% of Actors who's Looks are verbally Acknowledged on Camera, by Sex of Actor & Type of Media						
	TV Show Characters		Film Characters		TV Commercial Characters	
Statements:	Women (109)	Men (133)	Women (26)	Men (45)	Women (195)	Men (270)
% who had statements made about their looks	28	10	58	24	26	7

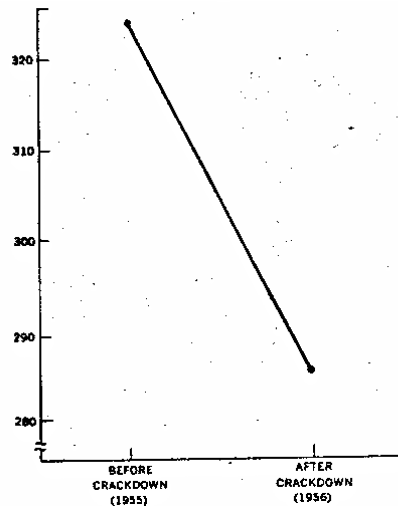
Times higher for women?: _____X _____X _____X

Source: <http://www.kff.org/entmedia/1260-gendr5.cfm> (4/1/97)

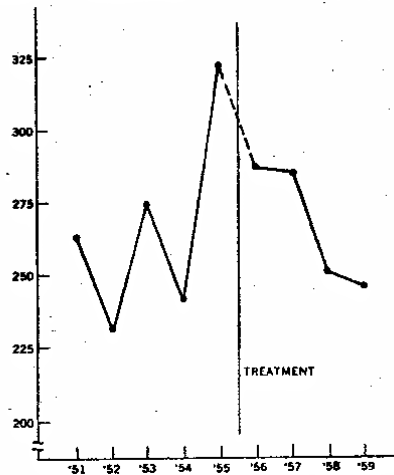
Campbell + Ross
"The Ct. Crackdown
on Speeding"
in Tufte, E.
Quantitative
Analysis of
Social Problems
Addison-Wesley
1970

17a-c) Connecticut Crackdown

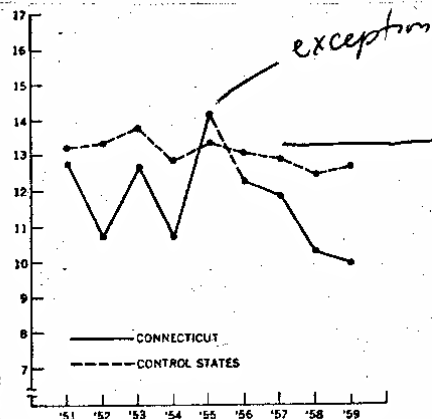
1 Connecticut traffic fatalities, 1955-1956.



2 Connecticut traffic fatalities, 1951-1959.



3 Connecticut and control states traffic fatalities, 1951-1959 (per 100,000 population).



Unit 3: Culture Slides:

S17d) Culture: “Mental Creations of humans”

Section Topics & Questions:

- 1) What is culture?
- 2) How does culture work?
- 3) What kinds of cultures exist?
- 4) How does culture create individuals in its own image?;

S18a) Instincts, Reflexes & Drives

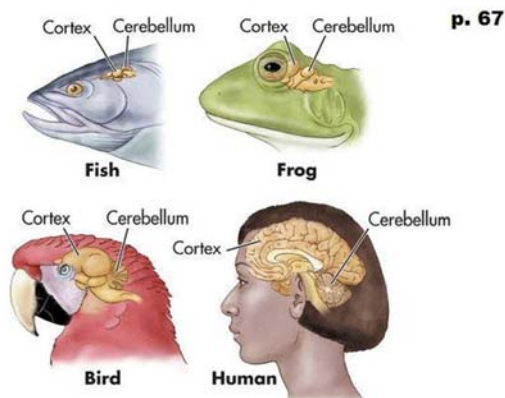
-Nerve Reflexes: simple, involuntary _____ to external stimuli.
(examples? →

-Drives: powerfully felt, nearly _____ human needs.
(examples? →

-Instincts: behavior pattern that are: 1) complex, 2) unlearned, & 3) appear in all normal members of the species under identical conditions.

Examples:

S18b) Larger Human Frontal Cortexes (FC) Enable Culture (FC Governs Impulse Control)



S19 Culture: all the _____ practices, beliefs, values and rules for proper conduct & material objects that members of a society use and/or share.

Name some examples:

S20) Definitions: Material vs. Non-Material Culture

Material Culture: culture composed of any _____
(Examples?

Non-Material Culture: culture consisting of all _____ & _____ practices
(Examples?

S21) Components of Culture:

Cognitive Culture: a society's symbols, language, beliefs, values & _____ of reality.

Symbol: anything that _____ another thing;

Belief: a system of _____ about the world (i.e., how we _____ the world to ourselves).

Values: shared _____ about what is socially _____.

S22): **Ways of looking at other People's Culture:**

Ethnocentrism: the tendency to judge other people's customs/culture by _____.

Cultural Relativism: the belief that because each culture is unique its customs need to be understood in relation to _____, not _____.

S23) "Muslim Wedding" Group Assignment

- 1) Watch "Muslim Wedding";
- 2) Identify and write down one example of ethnocentrism & one of cultural relativism.
- 3) Explain why it is so.

List of Movie Characters:

Zaid (groom):

Gita (cousin):

Sarah (fiancée);

Karen (friend):

S24) **Normative Culture:** the rules, norms & expectations for _____.

Norms: _____ & _____ for how we _____ behave & feel (usually not noticed until one is violated).

a) How do norms help us and allow us to interact?:

b) What are the drawbacks to having norms?:

S25) **HIERARCHY OF NORMS**

(weakest → strongest)

1) **Folkways:** norms governing the _____ things: violations receive only minor comments/raised eyebrows:

2) **Mores:** the _____ & _____ of society - violations likely to bring ostracism, suspension, expulsion, beatings, excommunication:

3) **Taboos:** mores _____ most states _____ bother to make laws against them

[S26a] **Dominant Culture:** The culture and practices of the _____ & _____
 _____ group in society.

Institutions of the Dominant Group/Culture:

- Pro-business & capitalism;
- Pro-Education;
- Only value heterosexuality;
- Preference for Nuclear Families;
- Christianity;
- Pro-Marriage;
- Law abiding (pay taxes, go to court, vote, etc.)
- Value Consumerism & Material Success.

S26b) TYPES OF CULTURES:

1). **Dominant Culture:** The culture of the _____ group in society.
 Examples?:

2) **Subcultures:** cultures that share many elements of the dominant culture but maintain their own distinct
 _____ & _____.
 Examples?:

3. **Countercultures:** cultures that _____ most of the wisdom & behavior of the dominant culture
 in _____ of their own ways.
 Examples?

26c) Are the Junkies in “Trainspotting” (or Gangsters in “Gang Bangin”) a dominant, sub, or counter culture?
 To decide, evaluate their attitude towards the following dominant group institutions:

-Pro-business & capitalism;

-Pro-Education;

-Only value heterosexuality;

-Preference for Nuclear Families;

-Christian;

- Pro-Marriage;
- Law abiding (pay taxes, go to court, vote, etc.)
- Value Consumerism & Material Success.

Type of culture? _____

S27a) Social Structure: the patterned and relatively stable arrangement of _____ & _____ found within institutions and societies. It gives society its form and predictability.

S27b) Elements Holding Together Society:

- **Roles:** social behaviors & expectations associated with a particular social _____.
- Can be social/occupational/religious;

Describe a role and the expectations & responsibilities that go with that role.

S27c) Social Statuses: A Position within a Group or Society that determines how others _____.

Types of Social Status:

- **Ascribed** (granted by _____):
- **Achieved** (i.e., _____):
- **Master** (so key or core it carries _____ in determining how others view & treat you):

S27d) Different kinds of Social Groups:

- **Group:** an _____ association between a number of people who share some social, economic, or political role in common. (Example?)
- **Organization:** a _____ association of people dedicated to achieving some social, cultural, economic or political task or goal. (Example?)
- **Social Institutions:** relatively stable roles, behaviors & _____ designed to enable a

_____. (Example?)

S27e) Stratification Systems: a system or systems that _____ people into _____, thereby giving each _____ a different degree of power, wealth, opportunities & privileges.

S27ee) **GENERAL DISTRIBUTION OF WEALTH, POWER & PRIVILEGE IN AMERICA**

High Wealth/Power/Privilege

<u>SEX</u>		<u>RACE</u>	<u>CLASS</u>
Males		Whites	Upper Class
			Upper Middle Class
			Lower Middle Class
Females		Minorities	Working Class
Low Wealth/Power/Priv.		Lower/Under Class	

S27f)

Levels of Society :

- 
- »Individual Level
 - »Primary Group Level
 - »Secondary Group Level
 - »Formal Organization
 - »Institutional Level
 - »Societal Level
 - »National Level
 - »Cultural Level/Civilizations

S27g) Eitzen's "Structure of Sport & Society"

<u>Baseball</u>	<u>Rural Society</u>	<u>Characteristics/Traits</u>	<u>Urban Society</u>	<u>Football</u>
		1) pace & sense of time:		
		2) Degree of Specialization:		
		3) Ability to be a star;		
		4) Level of Discipline		

Which world does soccer emerge from?

How does this explain soccer's current level of popularity in the US?

Unit 5: Socialization

S28) Socialization: What happens in socialization is that the social world is internalized within the child. The same process ... occurs every time the adult is initiated into a new social context or group. Society, then, is not only something "out there" ... but it is also "in here", part of our innermost being."

-Peter Berger, Invitation to Sociology.

29) **Socialization Defined:** the social _____ whereby people acquire the _____ essential for effective participation in society.

S30) Social Learning Theory:

► the internalization of society's _____ occurs through the positive & negative _____ of our parents, peers & society via conditioning.

► ("conditioning": the process whereby the _____ of a behavior determine its _____ of occurrence)

S31) Logic Behind "Looking Glass Self" & "Taking Role of Generalized Other" Processes

- As social creatures humans worry about what others think of them, thus at a certain stage of development children acquire the ability to _____ as other's _____ them.

- This compels them to _____ to other people's _____ (i.e., social norms) to avoid looking foolish or inferior.

S32) Cooley's 3-Step Process Applied to Body Size

1) We imagine how we appear to other's...

2) We imagine how other's _____ our appearance...

3) We have an emotional reaction to our conclusion...

(S33) Impression Management:

Since people generally treat you according to how you _____ yourself, a psychologically healthy individual has no single, unitary self, but simply a collection of personas that tell others how they should be _____. Examples?

S34) Erikson's "Eight Stages of Development"

- | | |
|---|-----------------------------|
| 1) Infancy: | Basic Trust vs. mistrust |
| 2) Early Childhood: | autonomy vs. shame/doubt |
| 3) 4 th -5 th Year: | initiative vs. guilt |
| 4) 6 th Year-Puberty | industry vs. inferiority |
| 5) Adolescence | Identity vs. role confusion |
| 6) Young Adulthood | Intimacy vs. isolation |
| 7) Adulthood | Generativity vs. stagnation |
| 8) Old Age | Integrity vs. despair |

Unit 6: Gender

35) Topic Objectives:

- 1) How are "Sex Category Differences" & "Gender Differences" separate phenomena?
- 2) Are "gender differences" produced by biology or culture?
- 3) What causes the "Gendering Process"?
- 4) How does "Gender" create systems of culture & stratification?
- 5) What is sexism, and how does it oppress women and limit men in our society?

S35a) Sex Categories: The division of organic beings into different categories based upon their anatomical, genetic & reproductive differences.

- Easy to do with di-morphic animals.



Nala

Simba



Venus

David

S35b) Sex Differences

- the purely _____ differences that result from being born either a _____ or a _____.
- Males:
 - penis;
 - 30% stronger;
 - testes;
 - pronounced facial hair;
- Females:
 - vagina;
 - 30% weaker;
 - ovaries;
 - little facial hair.

S35c) Gender: A System of Culture & Stratification:

- As Culture: the cultural understandings of what constitutes _____ or _____ in a society (i.e. how one is supposed to act & feel if born _____);
- As Stratification: a system of stratification in which _____ assume and acquire more power, importance &

privileges than do _____.

S35d) Discussion Questions for “Fight Like a Girl Club” Video Clip:

Instructions:

1) Make a list of all of the norms of masculinity that the men in this film are breaking.

2) According to the film, how is a real man supposed to act?

S35e) “Sex Category Differences” vs. “Gender Differences”:

• **Sex Category Differences:** _____ based differences between the sexes (XX; XY; XXY; etc.)

• **Gender differences:** social behavior which _____ how one _____ about one's proclaimed _____ category.

S35f) Gender: Biology or Culture?

• Socio-biology: believes most behavioral differences between the sexes emanate from their different _____ traits; _____ determines gender differences.

• Social Constructionism: believes most _____ differences between the sexes are produced by

• _____ since each _____ creates & enforces different expectations, styles & roles for each sex.

S35g) Sex Hormone Experiments in Rats:

Behavior of Male Rats **before** Estrogen Injections:

Aggressive

Behavior of Female Rats **before** Testosterone Injections:

Passive

Behavior of Male Rats **after** Estrogen Injections:

Fairly Passive

Behavior of Female Rats **after** Testosterone Injections:

Fairly Aggressive

Conclusion?

S35g) Sex Hormones*, Age, & Typical Social Behavior of the Average US Citizen:

Age: Sex: Hormone Levels* Behavior:

5-10:	M	t	e
	F	t	e
14-45:	M	T	e
	F	t	E
60-75:	M	t	e
	F	t	e

*Note: t=testosterone, e=estrogen, T=high level of testosterone, t=low level of testosterone.

So do differences in sex hormones appear to have much of an effect on how humans do gender?

S35i) In Massai Culture which Sex is More into Fashion, Makeup & Jewelry? Females or Males?



What does Massai society tell us about gender differences among humans?

S36a) Cultural Transmission Theory of Gender:

Socialization Theory of Gender:

- Boys act masculine & girls feminine because they are _____ for acting that way by their relatives, peers & older members of society.
- _____ for proper behavior;
- _____ or _____ comments for inappropriate behavior);

S36b) Gender Socialization in the Classroom:

- Teachers call on boys more than girls;
- Teachers tolerate male (but not female) impulsiveness, rule breaking & interruptions;

- Teachers praise _____ aspects of boys' papers, _____ of girls' papers;

Apparent Result: Female _____ drops during puberty, but not for boys.

(S37a) Psychoanalytic Theory of gender:

1. different treatment as _____ causes different ego developments in each sex.
2. strong _____ in males (male infants _____ to go out and explore the world → leads to greater autonomy & self-confidence)
3. _____ in females (mothers much closer to and protective of their female infants → females never fully cut the umbilical cord psychologically)

S37aa) Lyrics to “Daddy’s Little Girl” (A Heavily requested US Wedding Song)

And you're Daddy's Little Girl. You're the end of the rainbow. My Pot of Gold. You're Daddy's Little Girl to have & hold. A precious gem is what you are. You're Mommy's Bright & shining star.

You're the spirit of Christmas. My star on the tree. You're the Easter Bunny to Mommy & me.

You're sugar. You're spice. You're everything nice and you're Daddy's Little Girl.

Repeat Sections 1 & 2...

S37b) Cognitive Development Theory of Gender:

- 1) Child comes to _____ itself as either male or female from _____ months;
- 2) Child adopts _____ behavior as observed in others;
- 3) Child begins to act in rigidly _____ ways (i.e., is disturbed by unexpected differences).



S38/39) BEM's survey of Adjectives that are More Desirable in Each Sex***Males**

Acts as a leader
 Aggressive
 Ambitious
 Analytical
 Assertive
 Athletic
 Competitive
 Defends own beliefs
 Dominant
 Forceful
 Has leadership abilities
 Independent
 Individualistic
 Makes decisions easily
 Masculine
 Self reliant
 Self-sufficient
 Strong personality
 Willing to take a stand
 Willing to take risks

Females

Affectionate
 Cheerful
 Childlike
 Compassionate
 Does not use harsh language
 Eager to soothe hurt feelings
 Feminine
 Flatterable
 Gentle
 Gullible
 Loves children
 Loyal
 Sensitive to needs of others
 Shy
 Soft-spoken
 Sympathetic
 Tender
 Understanding
 Warm
 Yielding

* Source: Bem, S, 1981, *Scoring guide for the Bem Sex-Role Inventory*.

S40) Abbreviated list of Bem's Dichotomously Gendered Traits:• **Masculine**

- Assertive
- independent
- self-centered
- rational
- strong/tough
- loud
- opinionated

Feminine:

- passive
- dependent
- caring about others
- emotional
- weak/tender
- soft spoken
- careful

S41a) Androgyny: Simultaneously Combining Masculinity & Femininity:



S42) **Discussion Question:** According to South Park, how are “metrosexuals” different from conventional heterosexual (i.e., “straight”) men?

S44) Religious Disseminations of Male Supremacy

- **Old Testament Rule (Leviticus 27:34):** A male between 20 and 60 years shall be _____ at 50 silver shekels ... If it is a female, she shall be _____ at 30 shekels.

- **St. Paul in I Timothy 2:12-15:** "I am not giving permission for a woman to _____ or _____ a man what to do... A woman ought not to _____, because Adam was formed first and Eve afterwards, and it was not Adam who was led astray but the woman who was led astray and fell into sin. Nevertheless, she will be saved by child rearing."

- **Islam's Koran:** "Men are _____ to women on account of qualities in which God has given them preeminence."

S45a: Sexism: the belief that one sex is _____ superior to the other sex.

S45b: Sexism Group Assignment:

- 1) Form teams of 4-5;
- 2) Find 3 pieces of textual evidence that the author of this ad is a sexist;
- 3) Have group leader give report.

Female Drivers

Why pay more for car insurance?

Here are some reasons why this policy has been **specially designed** for women.

We cover all Breakdowns emotional and physical

Special Allowances for:

- Hesitancy and driving dangerously slow
- Concentrating too hard to be polite
- That special week each month* (even though you won't admit it)
- Not being able to judge the size of your car
- Talking to your passenger
- Driving in heels
- Total inability to park



We EVEN allow for:

- Giving your car a name
- Looking *through* the steering wheel
- Rear view obscured by furry toys
- Checking your lipstick

AND

- Obtaining your license from a christmas cracker



Source: www.birminghamuk.com/femaledriver.htm.

S47) Percentage of US Women in High Political Office, 1990 vs. 2001

Office Type:	1990	2007-9
US Senate:	2	
US House:	6	
Governors:	6	16.1
State Legislators:	17	23.5

Source: www.cawp.rutgers.edu/Facts.html#elective

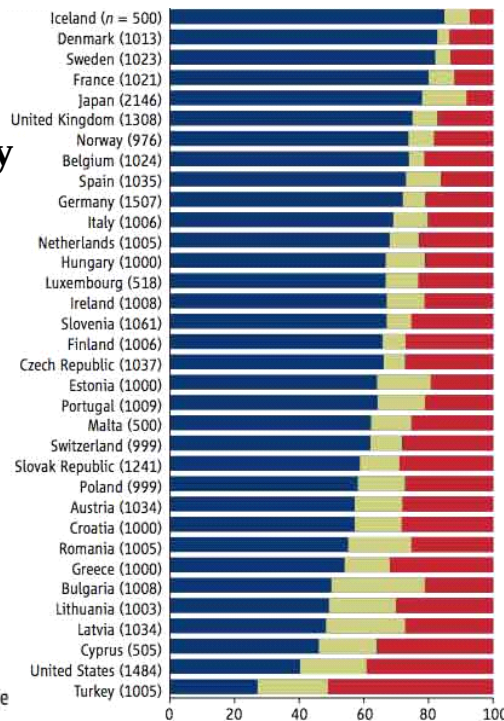
S48b)

Percentage of Female National Legislators in Major Industrialized Protestant nations in 2004-2007

Country	% Women	Elections
Sweden	47.3	09 2006
Finland	42	03 2007
Norway	37.9	09 2005
Denmark	36.9	02 2005
Netherlands	36.7	11 2006
New Zealand	32.2	09 2005
Iceland	31.7	05 2007
Germany	31.6	09 2005
Switzerland	29.5	10 2007
Australia	24.7	10 2004
Canada	20.8	01 2006
U.K.	19.7	05 2005
U.S.A.		11 2006

source: Inter-Parliamentary Union @ www.ipu.org/wmn-e/classif.htm

48c) **Percentage of People who Accepted the Theory of Evolution in Europe & the U.S in 2005.**



Source: <http://news.nationalgeographic.com/news/bigphotos/21329204.html>

S48d) The Political Strength of Evangelical or “Born Again” Christians in the U.S.:

- In a 2000 Gallop Poll of Americans, 45% identified themselves as “Evangelical or Born-Again” Christians.*
- What position does the New Testament take on women exercising political power?

*Source: www.publiceye.org/magazine/v17n2/evangelical-demographics.html

S48e) St. Paul's Views on Women & Power:

- St. Paul, in I Timothy 2:12-15: "I am not giving permission for a woman to teach or tell a man what to do... A woman ought not to speak, because Adam was formed first and Eve afterwards, and it was not Adam who was led astray but the woman who was led astray and fell into sin. Nevertheless, she will be saved by child rearing."

S48f) % Government Female & Government Mandated Maternity Leave Levels

Country	% Women	Weeks	% Pay
Sweden	47.3	64+	75
Finland	42	15	80
Norway	37.9	18+	100
Denmark	36.9	18+	100
Netherlands	36.7	16	100
New Zealand	32.2	14	0
Iceland	31.7	8	flat rate
Germany	31.6	14	100
Switzerland	29.5	8	100
Australia	24.7	52	0
Canada	20.8	17	55
U.K.	19.7	18	90-flat
U.S.A.	16.3	12	0

Source: International Labor Organization @
www.ilo.org/global/About_the_ILO/Media_and_public_information/Press_releases/lang--en/WCMS_008009/index.htm

S49) Sex of Top Managers at the Fortune 500 Companies in 2005:

Title	Number of Positions:	# of Women in Position:	% of Women in Position
Chair Only	71	0	0
Vice Chair	110	7	6.4
CEO	502	8	
President	139	4	2.9
Chief Operating Officer (COO)	76	2	2.6
Senior Exec. VP	57	7	12.3
Executive VP	1428	196	13.7
Total	2383	224	%

Source: Catalyst 2005 at www.catalyst.org/files/full/2005%20COTE.pdf

S50) Top 2 Reasons Women Get Passed over for Fortune 500 Executive Positions:

- According to Catalyst's 2005 survey of male and female CEOs, the top 2 reasons women get passed over for most upper management jobs is because:
 - 1) Women don't get as much lateral job experience as do men; and

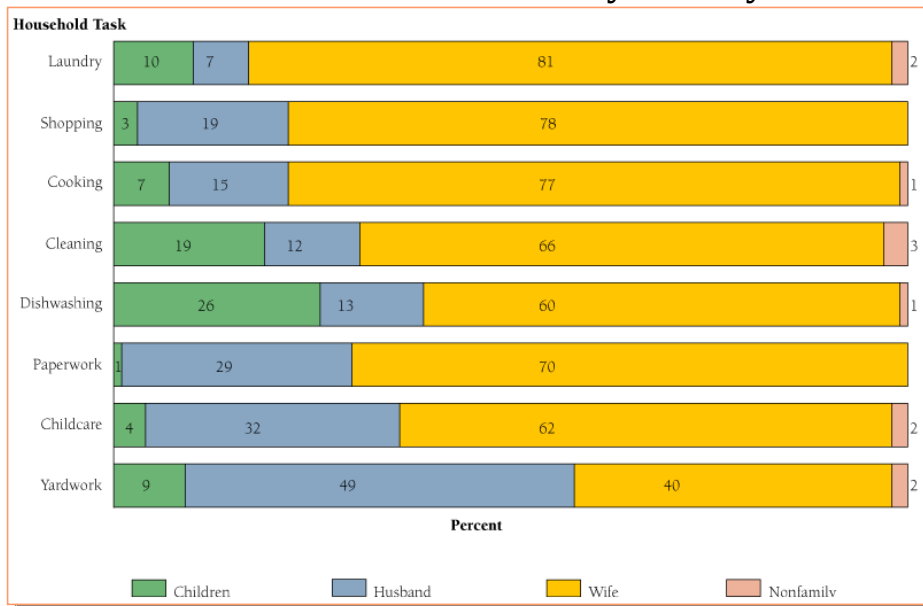
2) Women aren't viewed as being as strong at leadership as are men.

Source: Catalyst 2005, at www.catalyst.org/files/full/2005%20COTE.pdf

Education	Women	Men	Women's Share of Male \$
<9	17	21.6	78.7%
9-12	19.2	26.3	73.0%
HS	26.1	35.8	72.9%
AA/AS	33.6	44.6	75.3%
BA/BS	41.7	57.3	72.8%
MA/MS	51.4	71.7	71.7%
Prof Degree	75.1	85.5	87.8%

All Women

552) Household Task Distribution by Family Members



Source: Goldscheider & Waite, *New Families or No Families?* Berkeley: University of California Press, 1991 (176).

Unit 7: Class & Stratification Slides

- **S59a) Socio-economic Class:** A social and economic system in which groups of people are systematically ranked into _____ (each with a _____ of rewards, privileges, and resources) according to how much human and economic capital they possess.

S59b) An Economic System of Classifying People:

Individual Wages in 2006 \$:*

% Earners^

- poor/lower class: <\$ 10,295

9.1

■ working class:	\$ 10,295 - 29,999	25.3
■ lower mid class:	\$ 30,000 - 50,000	20.6
■ upper mid class:	\$ 50,001 - 149,000	29.1
■ upper class:	\$150,000 - millions	5.8

*: 2006 Federal threshold poverty level = \$ 10,294 in annual income for 1 person.

Source: www.census.gov/hhes/www/poverty/threshld/thresh06.html ;

^: Source: http://pubdb3.census.gov/macro/032007/hhinc/new06_000.htm

Any theoretical problems with this system?

S59c) Sorting Americans into their Socio-economic Classes

Median Annual Wages for Various Occupations, June 2006 US Census				
Occupation:	Yearly Wage	Prestige Score	Typ. Educ.	Class
CEOs	\$140,013		Grad or prof	UC
Doctors & surgeons	\$127,999	86	Grad or prof	UMC
Lawyers	\$101,695	74	Grad or prof	UMC
Engineers	\$74,936	73	BS-Grad	UMC
Computer programmers	\$64,621		BS-Grad	UMC
College Instructors	\$63,568	74	Grad or prof	UMC
Chemists/materials scientists	\$60,840		BS-Grad	UMC
Accountants and auditors	\$52,749		BS	LMC-UMC
Police officers	\$50,606	60	HS	LMC
K-12 Teachers	\$46,000	65	BA/BS-Grad	LMC-UMC
Plumber/pipefitter/steamfitter	\$43,680		HS & Voc train	LMC
Electricians	\$42,120	51	HS & Voc train	LMC
Insurance sales agents	\$40,000	45	AA/AS	LMC
Automotive service tech/mechanic	\$37,960	40	HS & Voc train	LMC
All Workers	\$33,634			
Secretary/administrative asst.	\$33,351	46	HS - AA/AS	LMC
Retail sales manager	\$33,280		AA/AS	LMC
Production/Factory workers	\$28,475		HS degree	WC
Data entry workers	\$26,520		HS degree	WC
Construction laborers	\$26,050		9-12 years HS	WC
Retail sales persons	\$22,905		HS degree	WC
Janitors & cleaners	\$21,932	22	9-12 years HS	WC
Nurses aide/orderly/attendants	\$21,632		9-12 years HS	WC
Security guards	\$20,800		9-12 years HS	WC
Cooks	\$19,469	31	9-12 years HS	WC
Cashiers	\$17,992		9-12 years HS	WC
Maids/housecleaners	\$16,640	14	9-12 years HS	WC
Dishwashers	\$16,012		9-12 years HS	WC
Farmworkers and laborers	\$15,600		9-12 years HS	WC
Wages source: U.S. Bureau of Labor @ www.bls.gov/ncs/ocs/sp/ncbl0910.pdf				
Prestige source: Hughes & Kroehler, <i>Sociology the Core</i> , 2005:188.				

S60a) Social _____ Score for US Occupations (1990 Survey)*

Physician	86	Cop/detective	60	Bank teller	43
Lawyer	75	Editor, reporter	60	Farm owner	40
College teacher	74	Editor, reporter	60	Auto mechanic	40

Chem. Engineer	73	Finan. Manager	59	Restaurant manager	39
Dentist	72	Actor	58	Sales counter clerk	34
Clergy	69	Librarian	54	Cook	31
Pharmacist	68	Social worker	52	Waiter/waitress	28
2nd. Teacher	66	Electrician	51	Garbage collector	28
Regis. nurse	66	Funeral director	49	Janitor	22
Accountant	65	Mail carrier	47	News vendor	19
Athlete	65	Secretary	46	Maid	14
Elem. Teacher	64	Insurance agent	45	Shoe shiner	9

*Source: Hughes & Kroehler, *Sociology the Core*, 2005:188.

S60b) Defining Wealth, Income, Power & Prestige:

- Wealth: Legally owned things capable of being _____.
- Income: taxable _____ received over a period.
- Prestige: social _____ received from others.
- Power: Ability to get others to do what they _____ do despite their resistance.

S60c) Human Capital Theory of Socio-economic Class: Humans fall into their respective socio-economic classes based on how much human capital they possess.

Capital consists of any assets, resources, or forms of wealth that can converted into _____ over time.

Types of Human Capital:

Economic: one's

Technical: one's

Cultural: one's

Political: one's ability to

Social or Moral: (occupational or moral _____).

S60e) SocialClass & Dialect Differences:

G-Dropping:

Dropping the "g" sound from "ing" words.

Examples:

Openin' vs. Opening; Runnin' vs. Running

	Lower class	Working class	Lower middle class	Upper middle class
% of g-dropping	80	49	32	5

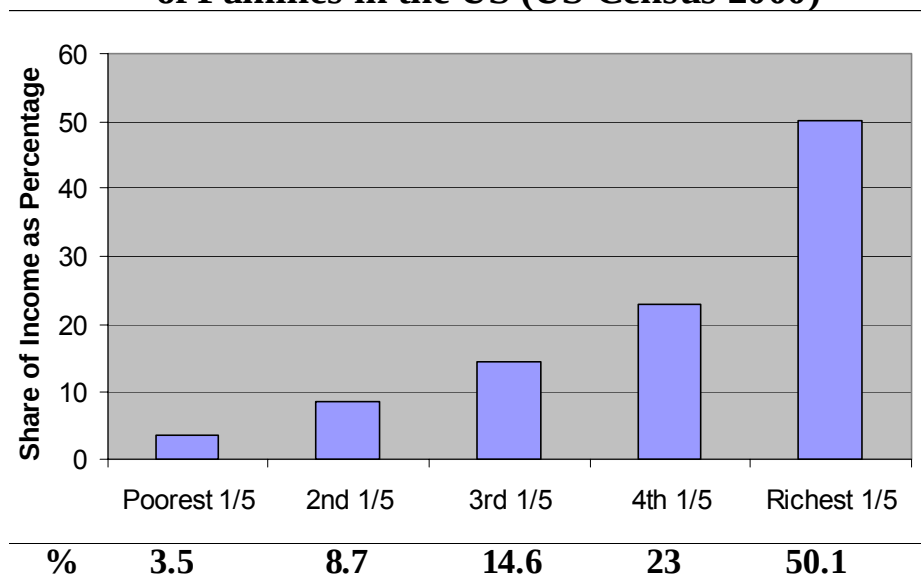
Source: Labov 1969, study done in New York City as found on www.ling.upenn.edu/courses/Spring_2004/ling001/10b.html

*:The above model of socio-economic classification borrows from the research of Thompson & Hickey 2005, *Society in Focus*. Boston, MA: Pearson, Allyn & Bacon.

^: US Federal Poverty Threshold for a family of 3 was \$ _____ in 2006,
www.census.gov/hhes/www/poverty/threshld/thresh06.html

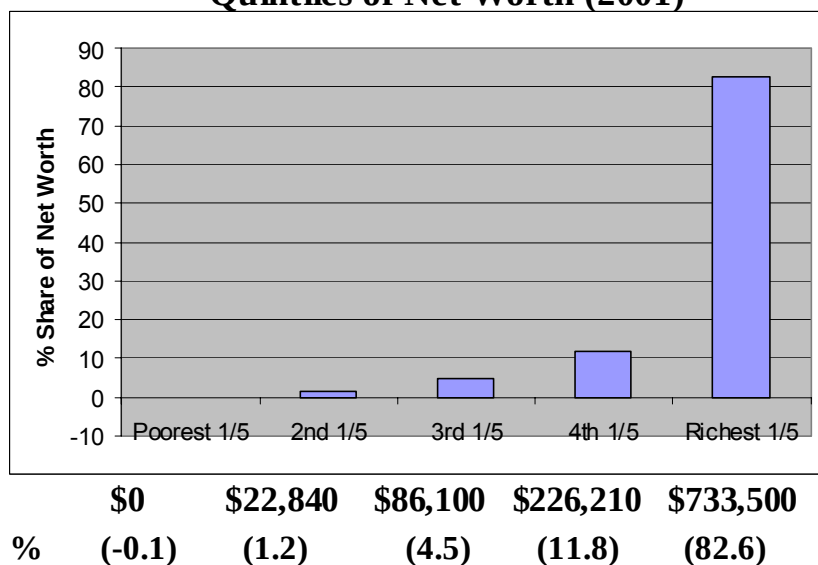
S70) Socio-economic Class: A social and economic system in which groups of people are _____ into _____ grades (each with a **different degree of rewards, privileges, and resources**) according to how much human capital they possess. (The next slide is S74)

S71) % Share of Aggregate Income Received by Each 1/5 of Families in the US (US Census 2000)



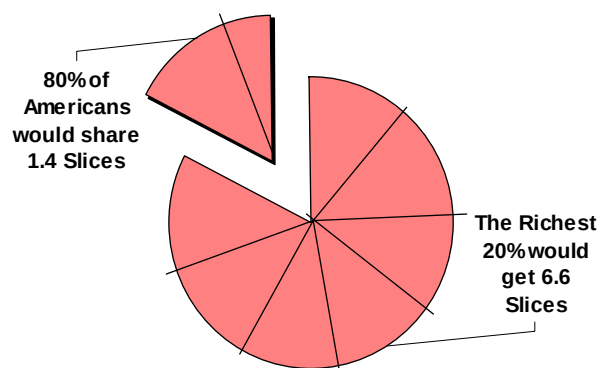
Source: Hughes, Kroehler, *Sociology the Core*, 2005:178.

S72) % Share of Total Net Worth of US Families by Quintiles of Net Worth (2001)



Source: Hughes & Kroehler, *Sociology the Core*, 2005:185 from Federal Reserve System BOG Survey.

S73) **If Pizza was Distributed
like US Wealth was in 2001:**

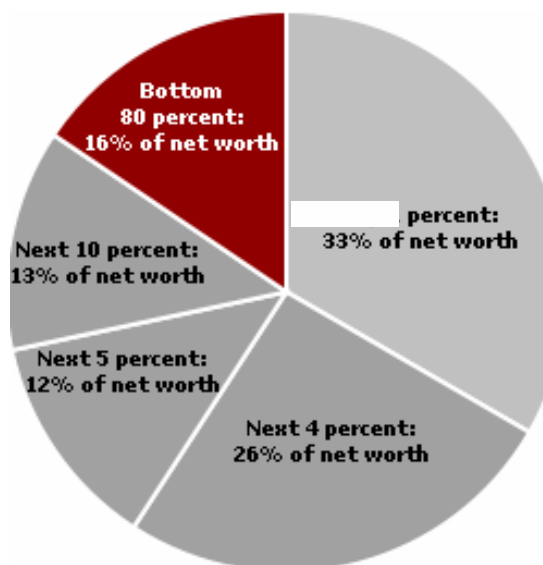


Uncle
Sam's
Pizzeria



You tak'a
what we
givva you.
Capisch?!

S74) **Wealth Distribution in the US:**



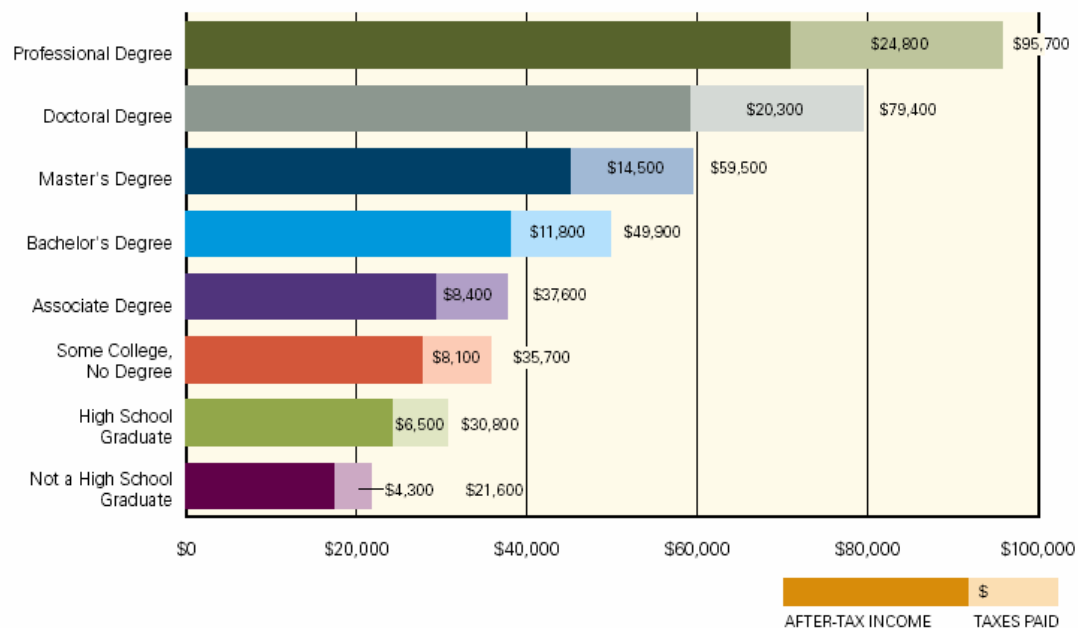
Net worth
distribution, 2001

Source: G. William Domhoff @

<http://sociology.ucsc.edu/whorulesamerica/power/wealth.html>

(S75) Source: www.collegeboard.com/prod_downloads/press/cost05/education_pays_05.pdf

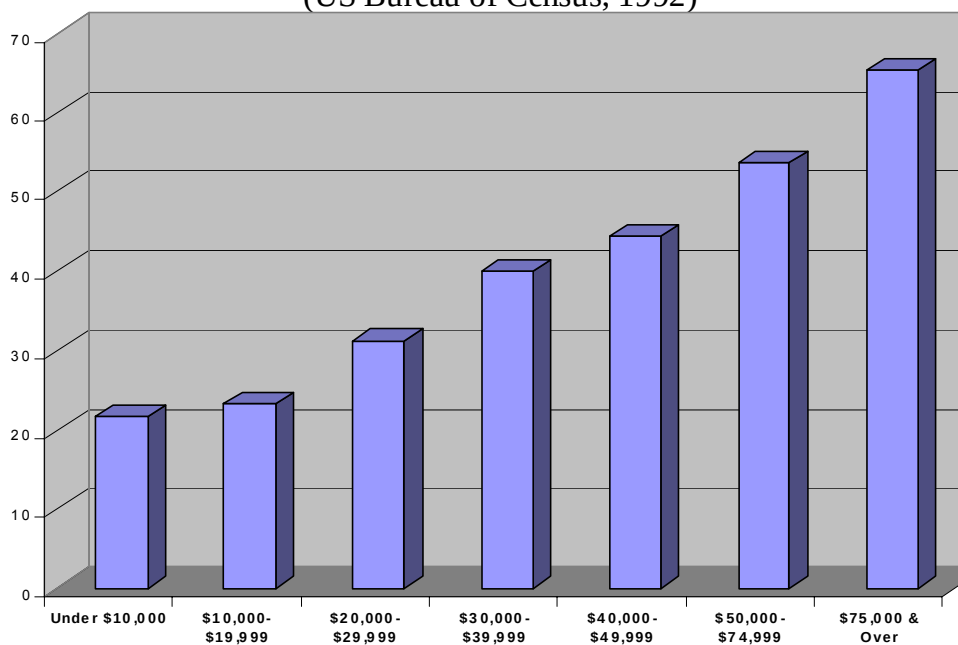
Figure 1: Median Earnings and Tax Payments by Level of Education, 2003



Note: Includes full-time year-round workers age 25 and older.

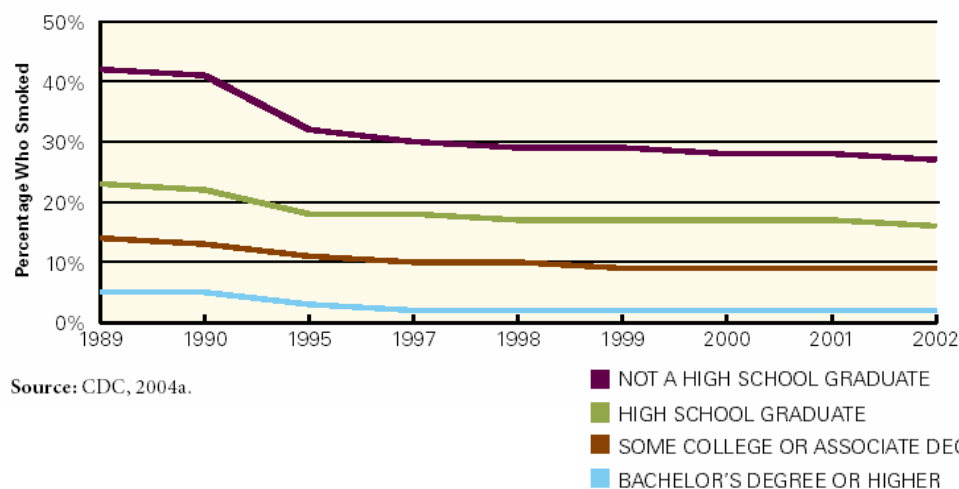
Sources: U.S. Census Bureau, 2004a, PINC-03; Internal Revenue Service, 2004, Table 3; McIntyre, et al., 2003; calculations by the authors.

s76) FT College Attendance & Family Income, 1991 (US Bureau of Census, 1992)



S77: % of Mothers aged 20 &+ Who Smoked during Pregnancy, 1989-2002

Figure 5b: Percentage of Mothers Age 20 and Older Who Smoked During Pregna

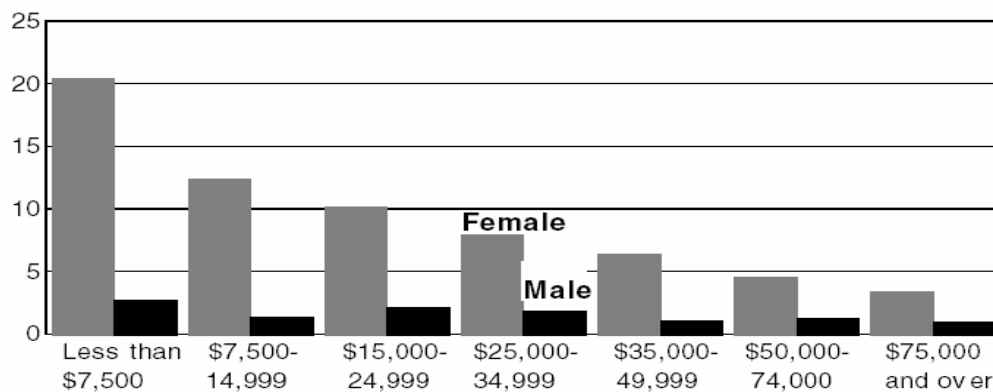


Source: www.childtrendsdatabank.org/pdf/11_PDF.pdf

S78) What relationship exists between domestic violence & class in the U.S.?

Rate of intimate partner violence, by annual household income, 1993-98

Intimate partner violence per 1,000 females or males at each household income level



Source: www.ojp.gov/bjs/pub/pdf/ipv.pdf

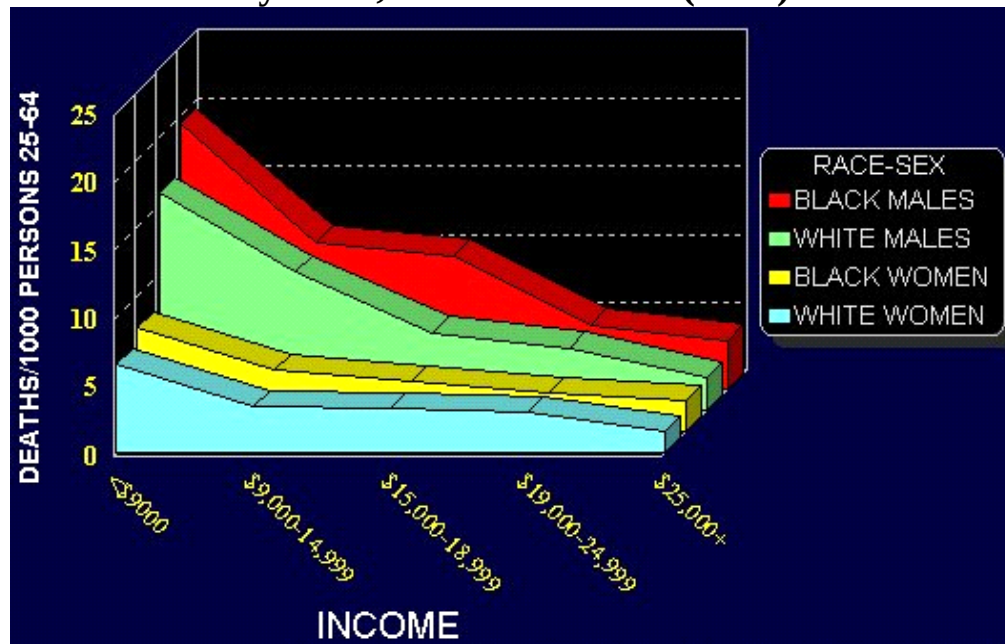
S79 The Relationship between Family Income & Child Abuse:

Compared to children whose families earned more than \$30,000 a year in 1993, those children in families earning less than \$15,000 per year were:

- 60x more likely to die from maltreatment;
- nearly 56x more likely to be educationally neglected;
- over 44x more likely to be neglected;
- over 29x more likely to be emotionally neglected;
- almost 18x more likely to be sexually abused;
- almost 16x more likely to be a victim of physical abuse;
- 13x more likely to be emotionally abused;

Source: Sedlak & Broadhurst 1996, *Executive Summary of the Third National Incidence Study of Child Abuse and Neglect* @ www.childwelfare.gov/pubs/statsinfo/nis3.cfm

S80d) Mortality Rates of 25-64 year olds by Race, Class & Gender (1986)



Source: Gregory Papas, *New England Journal of Medicine*, 7/8/93.

S80e) Theories of Social Stratification: Functionalist Perspective: Stratification exists because it helps society provide a system for _____ people to _____ all the statuses needed for society to run smoothly.

Examples?

- Criticism: Stratification is dysfunctional; many people of high ability are not rewarded, while many people are rewarded for doing things that are not functionally important to society.

Examples?

S80f) Theories of Social Stratification: Conflict Perspective: Stratification exists because it _____ those individuals & groups with the power to perpetuate the _____ they receive & the disadvantages others receive.

-Consensus is achieved through “false consciousness”.

Examples?

Criticism: Wealth & class are not the only _____ (i.e., racism & sexism are ignored by some conflict theorists);

Examples?

-Not all inequalities create oppression.

Examples?

.S80g) “Culture of Poverty” Theory: suggests that poverty is caused by the low self-esteem, disorganization, poor work habits, dysfunctional attitudes, and the psychologically and structurally

_____ of the lower class.

- Is there any truth to this? Are there things some lower-class people do to make it harder to get a good job?
- Question: Do most poor people grow up in a “culture of poverty”?

S81a) Repeat of S79.

(S81c) 2004 Poverty Rates by “Race” of Family* in percentages:

% Below Poverty Line:

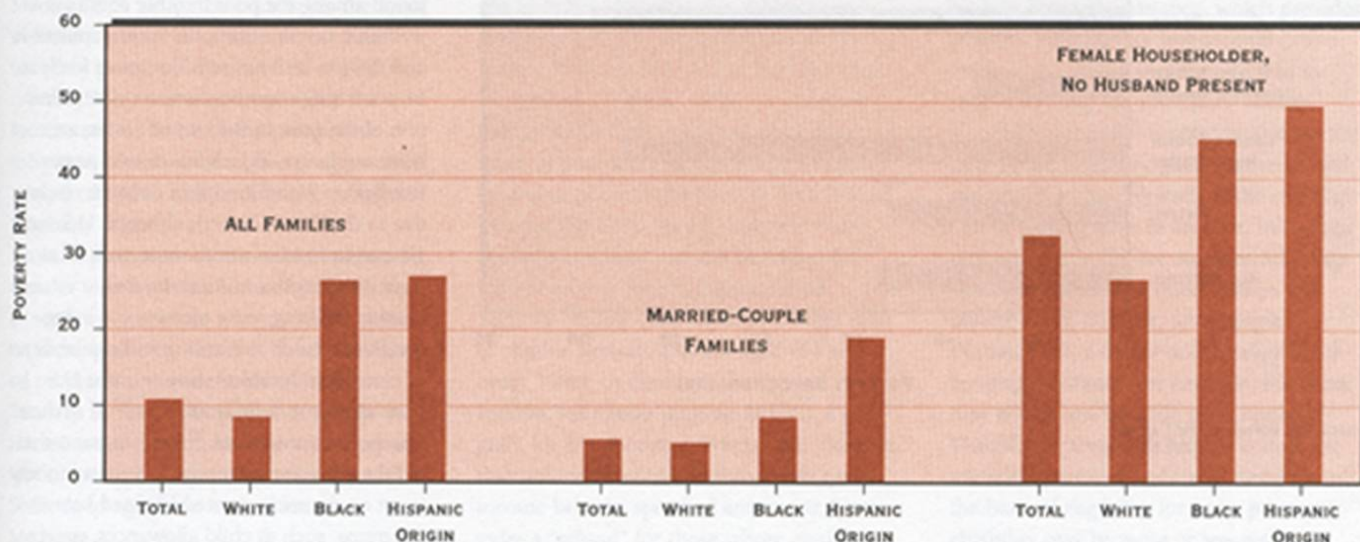
- | | | |
|------------------------|------|-------------------|
| ▶ Non-Hispanic Whites: | 8.6 | |
| ▶ Whites: | 9.8 | (14% > nh whites) |
| ▶ Asians: | 10.2 | (19% > nh whites) |
| ▶ Hispanics: | 21.9 | (x nh whites) |
| ▶ African Americans: | 24.7 | (x nh whites) |

- ▶ * Source: www.census.gov/Press-Release/www/releases/archives/income_wealth/005647.html

S82b: US Poverty Rate by Race & Family Structure (1995) :

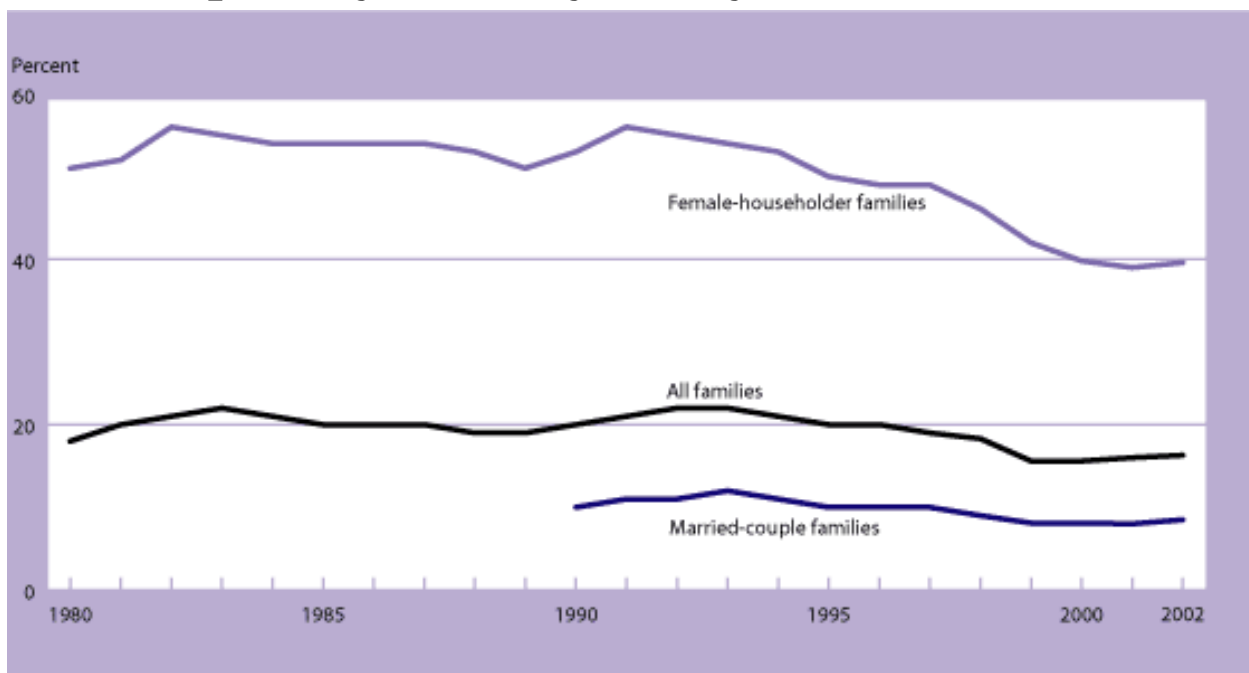
FIGURE 6.18

POVERTY RATE FOR FAMILIES IN THE UNITED STATES, BY TYPE AND RACE/HISPANIC ORIGIN OF HOUSEHOLDER: 1995



Source: U.S. Bureau of the Census.

S82c) % of related children under 18 living below selected poverty levels by family structure, 1980-2002



NOTE: Estimates refer to children under age 18 who are related to the householder. In 2002, the average poverty threshold for a **family** of four was \$18,392 in annual income.
SOURCE: U.S. Census Bureau, March Current Population Survey.

S82d) U.S. Poverty Rates by Family Type & Presence of Workers (2002):

Family Type:	% in Poverty
Married Families:	6.1
All families:	10.4

Male-Headed Families:	13.0
Female-Headed Families:	
Female-Headed Families with 1 or more workers:	

Source: U.S. Census Bureau, 2003 @ www.census.gov/prod/2003pubs/p60-222.pdf.

Would most single mom's be lifted out of poverty if they "just went to work", as many conservatives suggest?

S82e) Inadequacy of US Minimum Wage in January 2007*:

Hourly Wage:

Yearly Wage:

\$5.15 (Fed. Min. wage):

\$

\$8hr

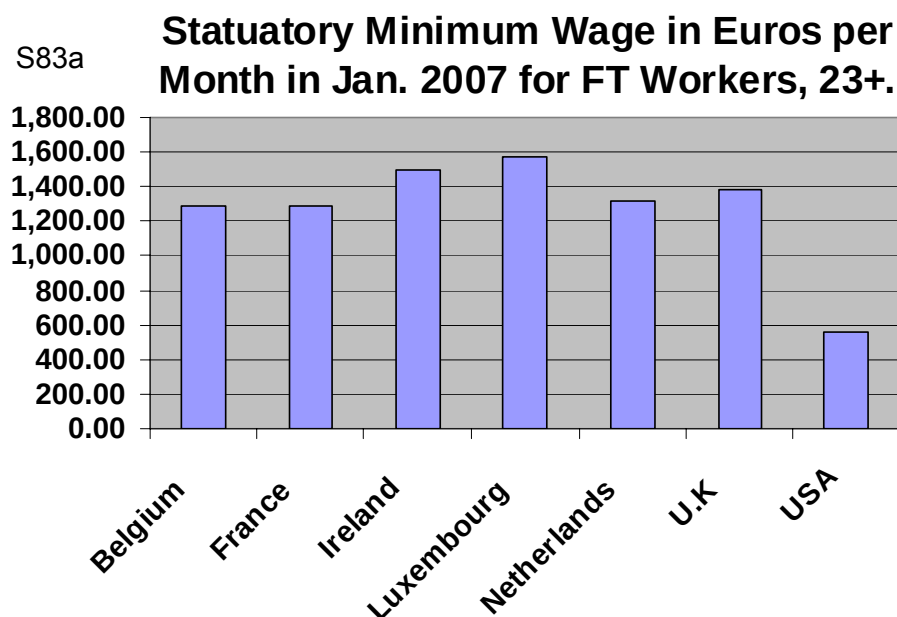
\$16,600

\$9.68 ('05 Walmart Average for FT Employees):

\$20,134

*: Source- <http://www.politicalaffairs.net/article/articleview/976/1/32/> .

Guess how much the average Walmart employee received in federal poverty subsidies in 2004?



Source: Federation of European Employers Website @ www.fedee.com/minwage.html

S83b: Percentage of People Living in Poverty in Various Nations of the Industrialized World (1990-2000)*

Nation	% in Poverty	Nation	% in Poverty
Luxembourg	3.9	Switzerland	9.3
Finland	5.4	Spain	10.1
Sweden	6.6	Austria	10.6
Norway	6.9	Japan	11.8
Germany	7.5	Ireland	12.3
Belgium	8.0	United Kingdom	12.5
France	8.0	Canada	12.8
Netherlands	8.1	Australia	14.3
Denmark	9.2	United States	

*Poverty = having less than 50% of the median disposable household income.

Source: www.undp.org/hdr2003/indicator/excel/hdr03_table_4.xls



S83c) Government Mandated Maternity Leave Levels by Selected Country

Weeks of Maternity Leave at 100% of Pay:		Weeks Off : % of Pay:	
France	26	South Africa	12 45%
Vietnam	24	United States	12 0%
Russia	20	New Zealand	14 0%
Chile/Cuba/Belarus		Japan	14 60%
Norway/Ukraine	18	Canada	18 55%
Brazil	17	Italy	20 80%
Poland	16.5	Australia	52 0%
Netherlands/Spain	16	Sweden	52 90%

Source: International Labor Organization, 1997 Report (as found on p. 260, *STC*)

S83d) Wealth Distribution of Major Industrial Nations, 2003

Country	Income Fairness*	Infant Mortality	Life Expectancy
United States	40.8	6.8	77.1
United Kingdom	36.8	5.3	78.2
Ireland	35.9	5.3	77.4
Australia	35.2	4.8	80.1
Switzerland	33.1	4.4	80.0
France	32.7	4.4	79.3
Netherlands	32.6	4.3	78.7
Taiwan	32.6	6.7	76.9
Spain	32.5	4.5	79.2
Korea, South	31.6	7.3	75.4
Canada	31.5	4.9	79.8
Germany	30.0	4.2	78.4
Belgium	28.7	4.6	78.3
Italy	27.3	6.2	79.4
Norway	25.8	3.9	79.1
Finland	25.6	3.7	77.9
Sweden	25.0	3.4	80.0
Japan	24.9	3.3	80.9
Denmark	24.7	4.9	77.1

* 0= Perfect Fairness-Income Dist.

Source: CIA 2003 Factbook

<http://www.cogsci.indiana.edu/>

farg/harry/geo/world2003.htm

0= Perfectly fair distribution of income among the population; higher scores mean less fairness.

S83e) Voting Rates by Income & Race in 2004 US National Election

<u>Income:</u>	<u>Voting Rate</u>		
<\$20,000	48%		
\$20,000-29,999	58%		
\$30,000-39,999	62%		
\$40,000-49,999	69%		
\$50,000-74,999	72%		
\$75,000-99,999	78%		
\$100,000 &/>	81%		
<u>Race:*</u>			
White only (NH)	67%		
Black only	60%		
Hispanic (any race)	47%		
Asian only	40%		
*: Includes only citizens.			
Source: www.census.gov/prod/2006pubs/p20-556.pdf			

S83f) Summary: Major Causes of Poverty in the US:

- Sexism;
- Racism;
- Insufficient minimum wage;
- Insufficient governmental welfare spending.

S84- same as S75a

Unit 8: Race & Ethnicity

(S92) Objectives for “Race & Ethnicity” Topic: To examine:

- 1) how race and ethnicity are socially constructed,
- 2) what the difference between race & ethnicity is; and
- 3) what theories explain why racism, discrimination and prejudice exist,
- 4) what political, economic and cultural consequences result from the practice of white racism.

S93) Biological Race:

- a population that differs from others in the frequency of certain defining _____.
- an isolated, inbreeding population with a distinctive _____.
- * Because human races have been undergoing gene exchange for millenia- there is no group with exclusive genes, or no such thing as a “pure race”.

S94) 2000 U.S. Census Racial Categories:

1. White;
2. Black or African American;
3. American Indian and Alaska Native;
4. Asian;
5. Native Hawaiian and Other Pacific Islander;
6. Some other race.

* Note: Hispanic has never been a “race” (48% selected “white, 42% selected “some other race”).*

Source: U.S. Bureau of the Census Source, 2000 @ http://www.nipcd.org/SF1_subject_definitions.pdf;

*Source: <http://www.prcdc.org/summaries/hispanics/hispanics.html> .

S94a) Why it’s Impossible to Classify People by Race from a Biological Perspective:

- a) No particular defining trait or set of traits is limited to any _____.
- b) no defining trait/gene occurs in _____ of all members of a certain group

94b) **Do “Asian” Men Share an Eye, Skin or Nose Type?**



Chinese



Indian



Vietnamese

S95) Sunday February 11 8:20 AM ET 1999 By Maggie Fox, Health and Science Correspondent
First Look at Human Genome Shows How Little There Is

WASHINGTON (Reuters) - **The first in-depth look at the human genetic code has revealed much less than anticipated -- about half to a third the number of expected genes, scientists will announce on Monday.**

They said their findings so far made it clear that far from being a blueprint, the human genetic code was only a guidepost. The true directions for what makes a human being lie not in letters of code but in what the body does with that code.

They have found a few interesting tidbits.

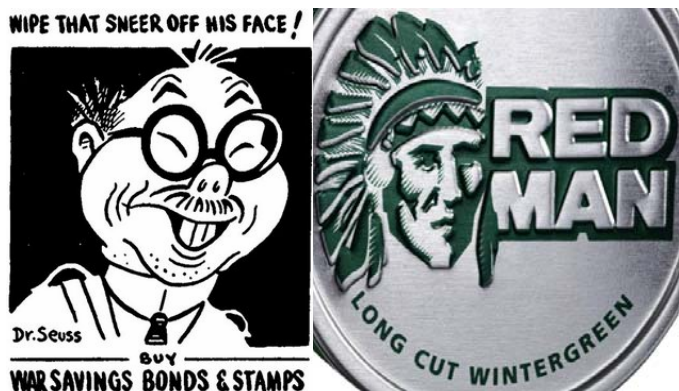
They have also confirmed that there is no genetic basis for what people describe as race, and found only a few small differences set one person apart from another.

“You and I differ by 2.1 million genetic letters from each other,” Craig Venter, chief scientific officer at Celera Genomics (TnewsT - Tweb sitesT) Inc., which carried out one of the two studies being published, said in a telephone interview.

“Probably only a few thousand of those differences account for the biological differences between us, which means we all are essentially identical twins -- even more than I thought.” **Race Is 'Not A Scientific Concept.'**

Celera used DNA from five volunteers – 3 women and 3 men, ethnically African-American, Chinese, Hispanic and white. “You can clearly tell the females from the males because of the X and Y chromosomes, but race is not a scientific concept,” Venter said.

97b) Race for Sociologists: a social construction in which categories of people are set apart from others because of _____ physical characteristics.

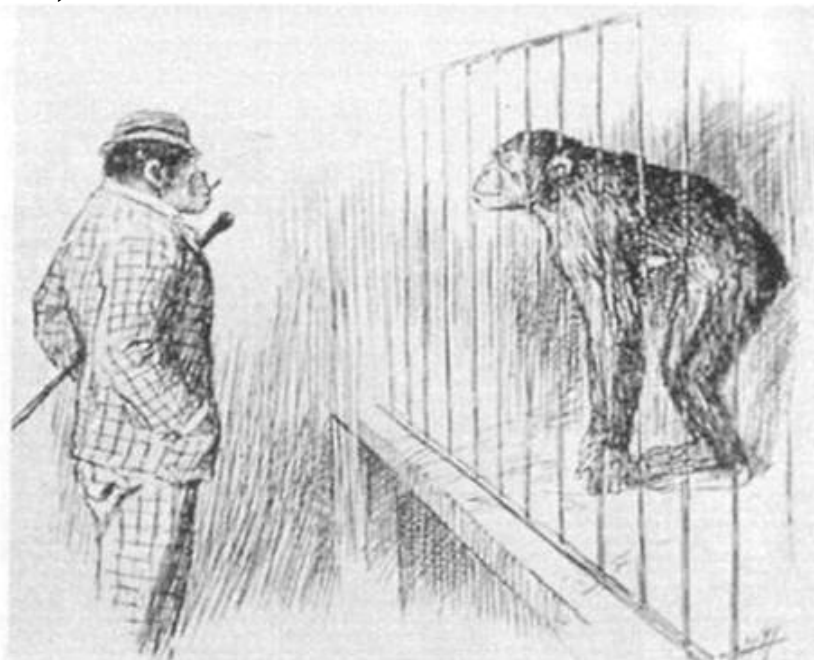


(S97b)
Social
Construction
of Race
Assignment:

Answer following Questions in Groups of 4:

- 1) Do “Asians” really have “slanted” eyes?
- 2) Do Native Americans really have “red” skin?
- 3) If not, how are both of these features socially constructed rather than real features?

S97c): Before the Irish became “White”



“Mutual: Both Are Glad There Are Bars Between 'Em!”

This visual stereotype of an apelike Irishman reinforced prevailing beliefs that the Irish were emotionally unstable and morally primitive. This cartoon appeared in *Judge* on November 7, 1891, and is typical of a worldwide tendency to depict minorities as apelike.

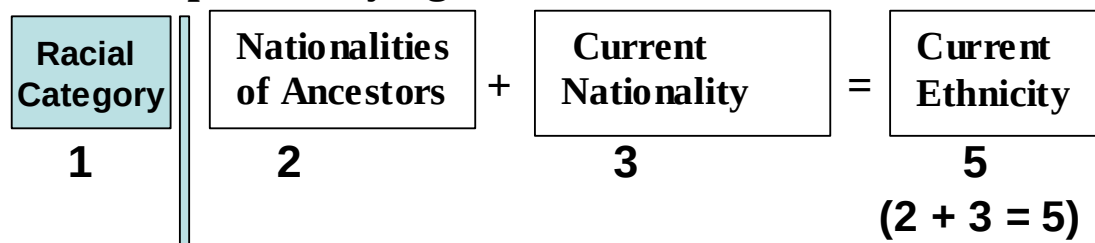
(The Distorted Image, courtesy John and Selma Appel Collection)

S98a) Ethnicity: a purely _____ derived from a group's shared culture or sense of "people hood";

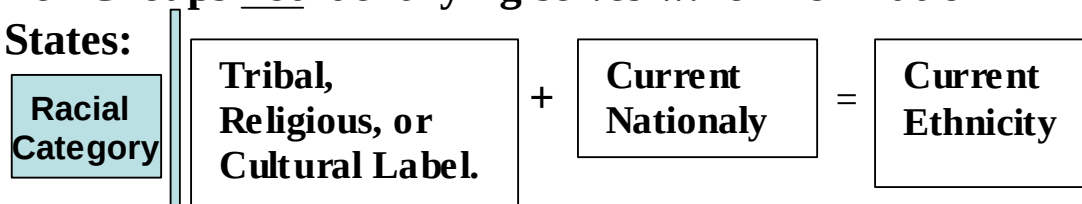
- Structured by such elements as a group's language, religion, folkways, and their current and ancestral _____.
- Examples of some ethnic groups?

^{S98b)} **Method for Determining One's Ethnicity:**

For Groups identifying selves with former Nation States:



For Groups not identifying selves w. former Nation States:



S99):

**U.S. Adults
without HS
Diplomas in
2000:***

Ethnic Category	% < HS Diploma	
Asian Americans**	(% in Poverty)	
Cambodian Americans	53	(29)
Chinese Americans	23	(14)
Filipino Americans	13	
Hmong Americans	60	(40)
Japanese Americans	09	
Korean Americans	14	
Laotian Americans	50	(19)
Indian Americans	13	
Vietnamese Americans	38	
Hispanic Americans^		
Cuban Americans	30	(14)
Mexican Americans	50	(27)
Puerto Ricans	36	(31)
All American Adults	16	
Non-Hispanic Whites	11	(7.5)

*: Refers to US Adults
over 25. **: Source: 2000

U.S. Census, from www.nea.org/teachexperience/images/aapireport.pdf.

^: Source: 2000 U.S. Census, from www.mentalhealth.org/cre/ch6_current_status.asp.

(S100) Economic & Political Competition Theory: limited _____ in a society lead dominant groups to seek some _____ advantage by discriminating against powerless groups.

(S101) White Stereotypes about Chinese Workers during the Absence & Presence of Economic Competition:

- " _____ " when competing with whites over gold mining (1850s);
- "industrious & hardworking" when building transcontinental railroad (1860s);
- "crafty, criminal or stupid" after Civil War during tight labor market (late 1870s-80s)

(S102a) "Scapegoat Theory of Prejudice": when the cause of a person's or a people's frustration is too big or vague for direct retaliation, _____ bystanders are sometimes selected as targets of aggression and blamed for the social or political problems of the day.

S102b) “Scapegoating” in 1930s Germany:



Who did the Nazi's blame the economic collapse of Germany on in the early 1930s?

Why did so many Germans buy into this myth?

S103a: “Sense of Group Position” Theory: The psychological desire to see one's group as the _____

group in society leads the dominant group to define other groups as _____ (usually biologically) and/or unworthy of any major privileges, power and prestige.

S103b) Evidence of anti-black “Sense of Group Position” Theory:

- In 1800s, Northern white mobs attacked well-dressed black temperance church marchers & burned their church down in one town;
- Irate white mobs closed NYC's African Grove Theater on more than 1 occasion.
(taken from Roediger 1993 , *The Wages of Whiteness*)

S104a) Racism as an ideology: the belief or attitude that one racial group is _____ to another racial group.

(S104b) Group Exercise: Which of the following person or persons subscribes to “racism”?

a) David Lee (a Chinese American) was jumped twice in grade school, once by African Americans, and once by European American bullies. He recently told a friend “I only feel comfortable around Asians”.

b) Maria Vargas (a Mexican-American student at CSU-Hayward): "I believe that whites do better on SAT and IQ tests than Latinos or African Americans do because white parents spend more time reading and helping their kids with their homework".

c) The black athlete is "bred to be the better athlete because...the slave owner would breed his big woman so that he would have a big black kid." Jimmy "The Greek" Snyder (former CBS football commentator).

S105) Prejudice: Definition & Properties:

-Prejudice: a system of (usually) negative beliefs, feelings, and action-orientations regarding a certain group or groups of people.

- Can be _____ or _____;
- Can be aimed at _____;
- Can be expressed/done by any _____.
- **S106) Discrimination:** _____ and _____ treatment of people based on their group membership.
- What social groups routinely get discriminated against in American society?

S107) Personal Discrimination: _____ treatment of another by an individual without the backing of a social or economic _____.

Types of Personal Discrimination:

- 1) Derogatory expressions & comments;
- 2) Avoidance of Social Interaction;
- 3) Physical Abuse ("ethnoviolence").

S108a) Institutional Discrimination: _____ treatment of others by someone backed by the resources of an _____.

- **Types of Institutional Discrimination:** withholding of _____ such as jobs, finances, education, housing, and political and legal rights.

S109a) Median Household Income by “Race” (per 2004 US Census):

Net worth: value of sum of all assets in a household – the value of all liabilities owed by that household.

•		% of
		<u>White Earnings:</u>
• NH Whites:	\$49.0k	100.0%
• Latinos:	\$34.2k	%
• African Americans:	\$30.1k	%
•		

Source: www.census.gov/Press-Release/www/releases/archives/income_wealth/005647.html

**s109b) White-Black Wage Gap between
College-Educated Men in 2004***

Earners	Black	White (NH)	% of White \$
All Levels	32.1	47.5	67.6%
BA/BS	45.2	60.8	

*: Includes only full-time, year round male workers aged 25-64. “White” refers to men who described selves as “white only, non-Hispanic” & “Black” refers to “black only, non-mixed”. Source: 2005 U.S. Census @ http://pubdb3.census.gov/macro/032005/perinc/new03_000.htm

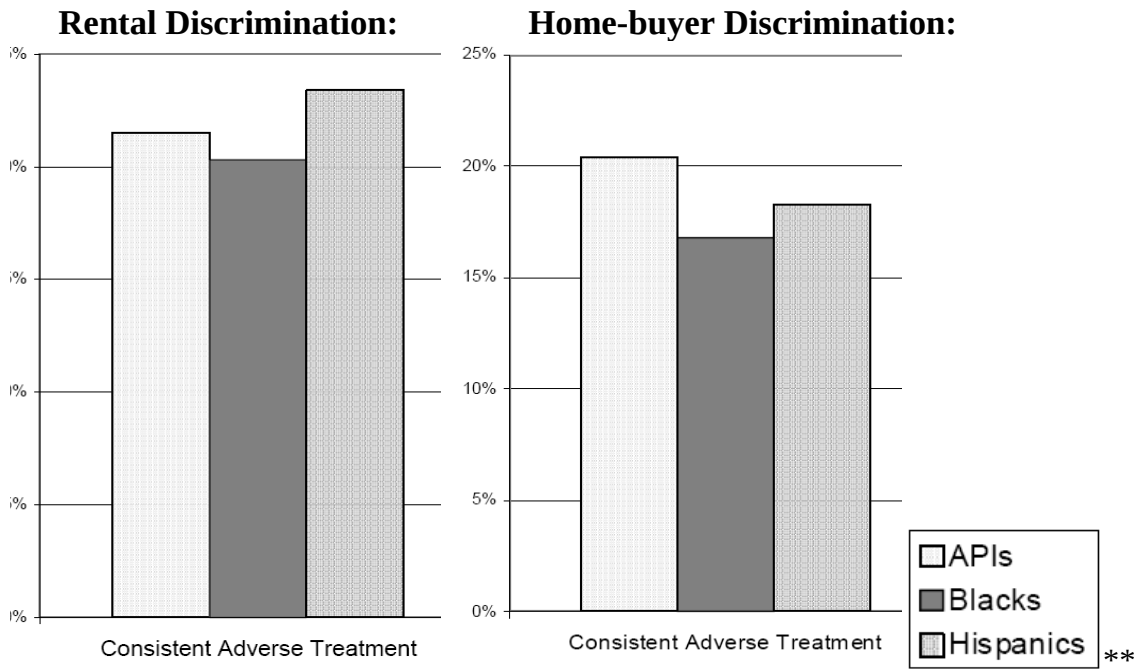
(S110a) Results of Random Government Discrimination Tests (among equally qualified job applicants, 90-92)*

Treatment Compared
Race of Applicants to White Applicants:

Blacks:* -24%
Latinos: * -22%

*Source: Fair Employment Council of Greater Washington, Inc, per <http://clinton2.nara.gov/WH/EOP/OP/html/aa/aa04.html>

S110b) Housing Discrimination of Various Minorities, 2001-02*



*: Figures represent the % of times each minority group received adverse treatment compared to equally qualified white subjects in this controlled experiment. **: API refers to “Asian Americans & Pacific Islanders”. Source: “Discrimination in Metropolitan Housing Markets: Phase 2 - Asians and Pacific Islanders”, Urban Institute 2003, @ www.huduser.org/publications/pdf/phase2_final.pdf.

S110c) Why Property Values Drop when > _____ % of a Neighborhood becomes “Black”

- whites become reluctant to move there;
- whites currently there sell homes and leave;
- “white flight” leads to sharp drop in the value of the homes of those who remain.

• Drop in Median Value of Detroit Homes, 1970-1990:

• 1970: 1980: 1990:
 • \$49,000 → \$36,000 → \$27,000

• Source: Minerbrook 1995: *Annual Editions 95/96* (Dushkin Publishing).

S111) Share of Fortune 500 Senior Management by Ethnicity in 1995

Ethnicity	% of Fort. 500 Sen. Managers.	% of Population	Degree +/- Represented
White Men	97.0%	35.4%	X
African Americans	0.6%	12%	X
Latinos	0.4%	10%	X
Asian Americans	0.3%	4%	X

*Source: Federal Glass Ceiling Commission, *Good for Business: Making Full Use of the Nation's Human Capital* (March 1995); US Bureau of the Census 1993 estimates for 1996).

3/10/03

SAN FRANCISCO

DIGEST

SAN FRANCISCO

Exotic dancers sue owner of strip clubs

A group of exotic dancers sued the company that owns most of San Francisco's strip clubs Wednesday, claiming they're not being paid legal wages, some of their tips are confiscated and nonwhite dancers suffer racial discrimination.

The suit was filed in U.S. District Court by five past and present employees of the Hungry I in North Beach, one of at least a dozen local clubs owned by Déjà Vu Inc. of Las Vegas. Four of the women used pseudonyms, saying the firm blacklists complainers.

SACRAMENTO

Fellow

The women said Déjà Vu refused to consider them employees entitled to minimum wages and overtime pay, and instead treated them as independent contractors, even though their working hours and conditions are controlled by the company. They are forced to rely entirely on tips, but the company takes some of the tip money away as "stage fees," the suit said.

The women also said seven of the clubs require nonwhite dancers to work the day shifts, when the tips are smaller.

A representative of Déjà Vu was unavailable for comment.

— Bob Egelko



S111a

**S111b: Auto Dealer Discrimination in the Bay:****Lawsuits take on lenders' car rates**

Blacks and Latinos said to pay more

By Carolyn Said
CHRONICLE STAFF WRITER

Automobile lenders charge higher rates to black and Latino car buyers than whites, according to three national class-action lawsuits against American Honda Finance Corp., Toyota Motor Credit Corp. and financing company WFS Financial.

The three lawsuits, filed during the past two weeks in the Superior Courts of Alameda County and San Francisco County, allege that financing companies discriminate against minority borrowers through a system that allows individual dealers to add markups to loans, regardless of a customer's creditworthiness.

Spokesmen for Toyota and Honda, both based in Torrance (Los Angeles County), said they had not seen the suits and could not comment. WFS in Irvine could not be reached.

On average, black customers paid a \$1,000 markup, while white customers paid less than \$500, according to the Lawyers' Committee for Civil Rights of the San Francisco Bay Area, representing plaintiffs in the case.

Dealers have wide discretion

► LOANS
From Page B1

credit rating system, the markup is at the dealer's discretion. The suits hinge on a theory that thousands of individual dealers across the country independently chose to discriminate against minority borrowers.

There is a strong sociological underpinning for that theory, according to Bill Lann Lee, an attorney with Lief, Cabraser, Heumann & Bernstein in San Francisco, also representing plaintiffs.

"The reality in our society is there's a lot of ingrained stereotyping of minorities as vulnerable people," he said. "The courts have developed a notion of unconscious stereotyping of blacks and Hispanics in circumstances like this, where the decision-maker — auto dealer, real estate agent, real estate broker — directly profits from that exercise in discretion."

Several similar lawsuits about predatory auto lending are pending around the country. One suit, filed in 1998 by black and Hispanic car buyers against Nissan Motors Acceptance Corp., was settled in February. NMAC paid \$5,000 to \$10,000 to each of 125,000

"We're hoping that having a level of scrutiny will do away with the worst abuses where they get carried away and charge sky-high interest."

ROSEMARY SHAHAN
Consumers for Auto
Reliability and Safety

plaintiffs and gave \$1 million to a group that educates consumers about lending practices.

NMAC did not admit wrongdoing, but agreed to cap its markup at 2 percent for some extended-term loans, 3 percent for other loans, and to say in its contracts that rates are negotiable.

California state Sen. Martha Escutia, D-Norwalk (Los Angeles County), in February introduced legislation to require dealers to collect and report data on their lending practices.

"We're hoping that having a level of scrutiny will do away with the worst abuses where they get carried away and charge sky-high interest," said Rosemary Shahan, president of Consumers for Auto Reliability and Safety, a Sacramento group that sponsored the

S.F. Chronicle:
4/10/03: Sec B3:1

S111c)

Tuesday, April 20, 1999

The Daily Campus (UConn) NEWS

Racial profiling bill heads to House

By ADAM GORLICK
Associated Press Writer

HARTFORD — A bill that would outlaw police from pulling over minority drivers who are not breaking any traffic laws passed from a legislative committee to the House floor on Monday.

But Sen. Alvin Penn, who is trying to push another version of the bill through the Senate, says the House bill is too weak.

Penn's bill would require police officers to record their observations about the gender and race of every driver they pull over. That information would be gathered by the Chief State's Attorney's office and used to determine whether profiling is a problem.

The bill passed out of the Judiciary Committee Monday and does not have those require-

ments.

"It's an ill-fated bill," Penn, D-Bridgeport, said. "It's a compromise, and this is something you can't compromise on."

Rep. Michael Lawlor, co-chairman of the Judiciary Committee, said the bills are not at odds with each other. He said there are questions about how police officers could compile racially sensitive information about drivers without offending them or creating an avalanche of paperwork.

"By what system are you going to identify who's in what category?" he said. "We have to make it clear that its not O.K. to target people based on their race or ethnicity. If it is happening, lets figure out how to monitor it in a way that does not unnecessarily burden the jobs that the cops do."

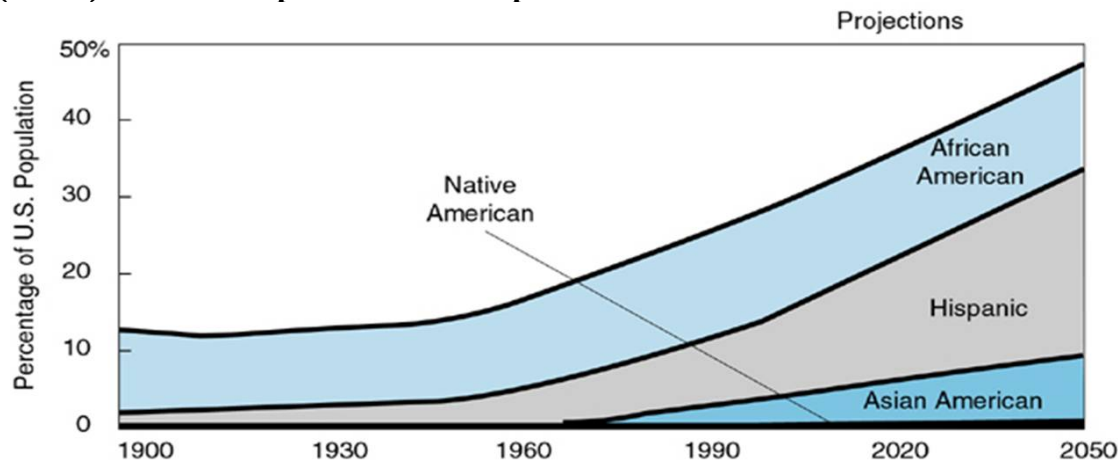
Minority drivers have complained they are sometimes stopped and queried by police because of their race, especially when driving an expensive car or driving through affluent neighborhoods.

Penn, who says he was a target of profiling in Trumbull three years ago, also wants police departments to set up a system to deal with complaints about profiling. If they don't, he wants the towns to be fined.

Complaints that Trumbull police have illegally targeted black and Hispanic motorists have prompted an FBI probe.

The investigation follows complaints from minority drivers and a memo by police Chief Theodore Ambrosini suggesting officers watch for people who don't fit into the community.

(S112a) Racial Composition of US Population: 1900-2050

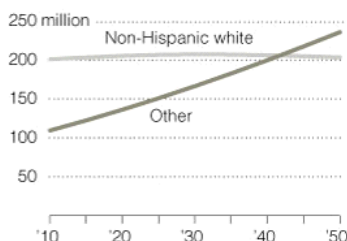


The figures for the post-1998 period represent population projections by the US Census Bureau, 1999.

Majority Minorities

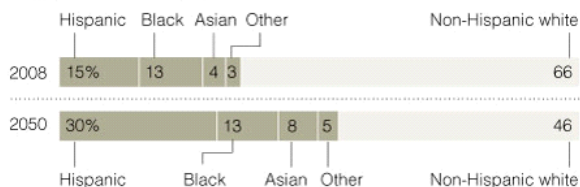
The Census Bureau projects that the share of ethnic and racial minorities will reach 54 percent of the total the United States population and surpass that of non-Hispanic whites by 2042.

Population projections



(S112b) U.S. Ethnicity: 2008 - 2050

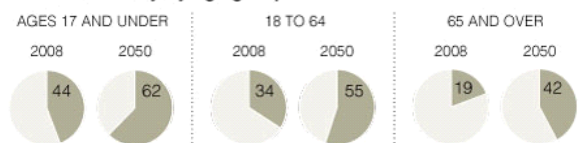
Racial and ethnic breakdown



Source: US Census Bureau
by New York Times,
August 13, 2008 at

www.nytimes.com/2008/08/14/washington/14census.html?_r=1&ref=us&oref=slogin

Percent minority by age group



Hispanics can be of any race.

Source: Census Bureau

THE NEW YORK TIMES

S113) Racial Composition per 2005 US Census*

White (not hispanic).....	66.9%
Latino.....	%
Black.....	12.8%
Asian.....	4.3%
Multi-racial.....	1.5%
American Indian/Alaska Native....	1.0%
Native Hawaiian/Other Pacific Islander.....	0.2%

Source: <http://quickfacts.census.gov/qfd/states/56000.html>

Unit 9: “The Family”

S142a) Lesson Objectives:

- 1) What is a “family”?
- 2) What types of families have existed in Western Societies?
- 3) What caused most families in the West to evolve from an extended to a nuclear form?
- 4) What kinds of families exist in the US, and how numerous is each of these?;
- 5) Is the phrase “the family” an ideological or a descriptive phrase?
- 6) What benefits and problems have families created in the U.S.?

S142b) Changing definitions of the concept “family”:

1949: A social group whose members are related by ancestry, marriage, or adoption and live together, cooperate economically, and care for the young (Murdock 1949)*.

2003: “a group of people related by marriage, ancestry, or adoption, who live together in a common household” (Coleman & Kerbo 2003)**.

Sources: *- Murdock, George, *Social Structure*, 1949,; **- Coleman & Kerbo, *Social Problems*, 2003: 67.

How do these two definitions differ ideologically?

S142c: Forms of Family Households:

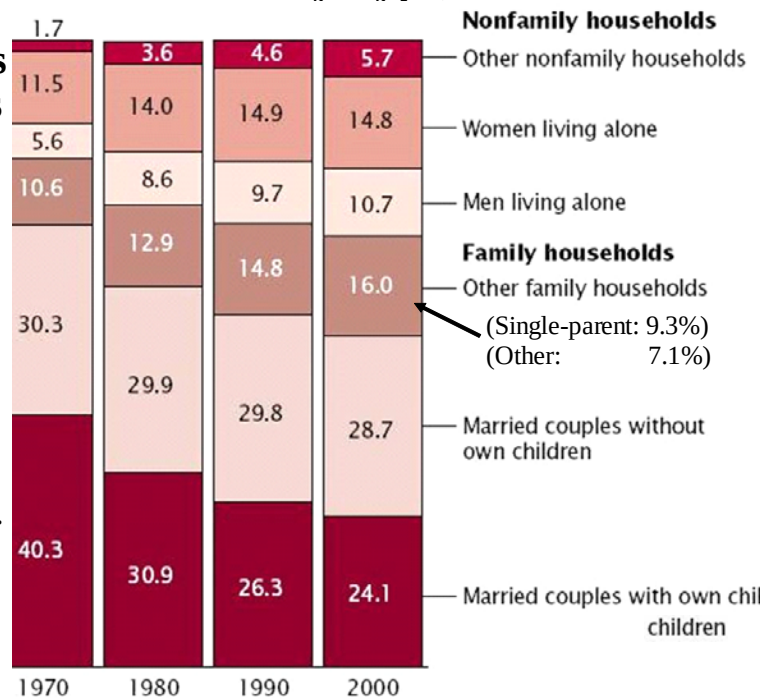
- **Extended families** are arrangements where _____ of kin provide the core emotional and living relationships
-need not involve minors & can be blended or unblended.
 - **Nuclear families** are arrangements where _____ and their _____ constitute the core emotional and living relationship;
-need not involve minors & can be blended or unblended.
 - **Other Non-Extended Families:**
 - Single parent families (offshoot of nuclear family);
 - Proxy nuclear family (children living with their grandparent/s, or uncle/aunt, etc.);
 - Childless spouses, or a group of siblings, cousins, etc., without other kinds of relatives present.
- *: "Households consist of 1 or more people who live together."

S142d) US Households by Type, 1970-2000

-What types of families are most prevalent in 2000?

Source:

www.census.gov/prod/2001pubs/p20-537.pdf



S142i) Group Discussion Assignment for "Our Changing Family Life" video

- 1) Form into groups of 4-5 students apiece;
- 2) Generate a list of reasons why the extended family evolved into the nuclear family in the US between 1800-1960.
- 3) Have your group leader report your answers to the class.

S142j) **Group Assignment:** Which social party is at the heart of Western Political Liberalism & capitalist advertising?

1) “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” (US “Declaration of Independence”, paragraph 2)

2) Who does Capitalist Advertising Glorify Most?



S142k) **Theoretical Question:** How are social groups like the family likely to fare in a society whose main ideology extols total freedom for individuals and business (i.e., free enterprise) over the needs of social groups and the collective?

S142k2)

Divorce Rate in the Major Industrialized Nations

Country	Marriage rate	Divorce rate
So. Africa	3.5	0.85
Spain	5.1	0.99
Israel	6.6	1.74
Portugal	6.4	1.79
France	5.2	1.98
Japan	6.3	1.98
Norway	5.6	2.04
Netherlands	5.6	2.12
Austria	4.8	2.29
Germany	5.2	2.37
Sweden	4.5	2.42
So. Korea	7.7	2.52
Denmark	6.7	2.54
Belgium	4.3	2.58
Australia	5.9	2.61
Finland	5.1	2.72
Switzerland	4.9	2.91
UK	5.1	4.19
USA		

Source:

MS Encarta 2003

S142l) 2000 US Census Family & Household Definitions:

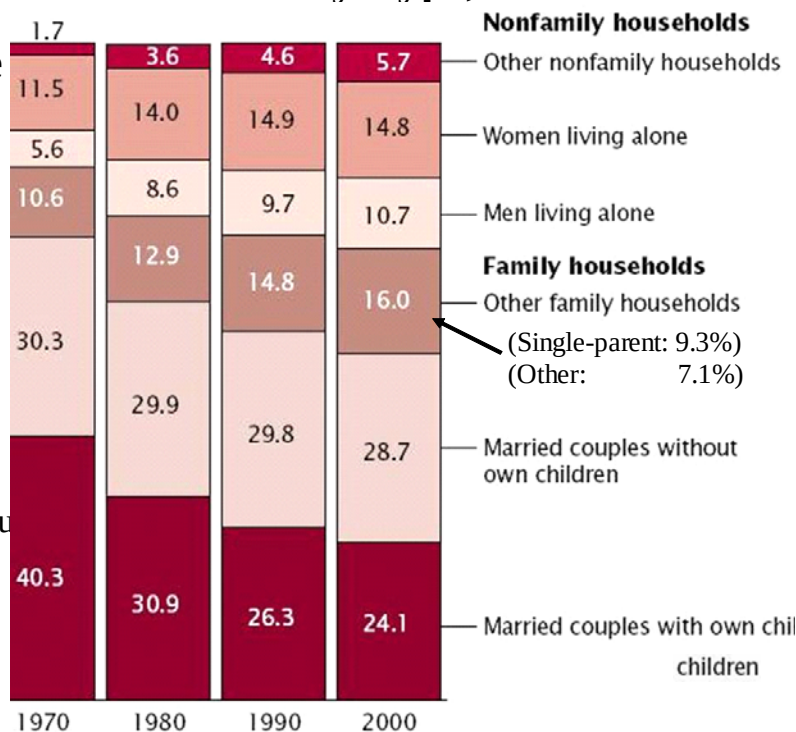
- **Household:** everyone living in a housing unit (1 or +);
- **Householder:** the legal owner/renter of the residence;
- **Family Household:** at least 2 members related by blood, marriage, or adoption, 1 of whom is the householder;
- **Non-family Household:** A single individual or a householder who shares the housing unit with non-relatives only; the householder's non-relatives may be related to each other.
- **Family Households:** composed of married couples or a man or woman living with other relatives (no children);
- **Own Children:** sons & daughters by birth, marriage or adoption that are never married & under 18.
- Source: <http://www.census.gov/prod/2001pubs/p20-537.pdf>

S142m) US Households by Type, 1970-2000

• What type of family was most prevalent in 1970?

• In 2000?

<http://www.census.gov/prod/2001pubs/p20-537.pdf>



S143a) Nuclear families: Size: _____ % of all families w. children < 18 at home in 2002.

Pros:

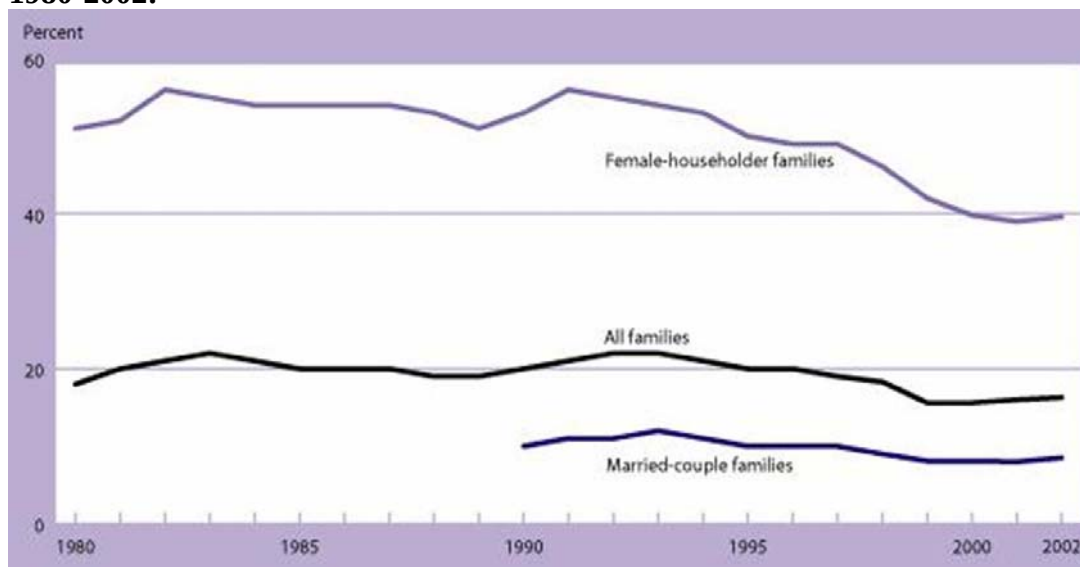
- 1) Greater economic affluence (see S143b);
- 2) Affords better supervision & daycare alternatives;

Why is this important?

Cons:

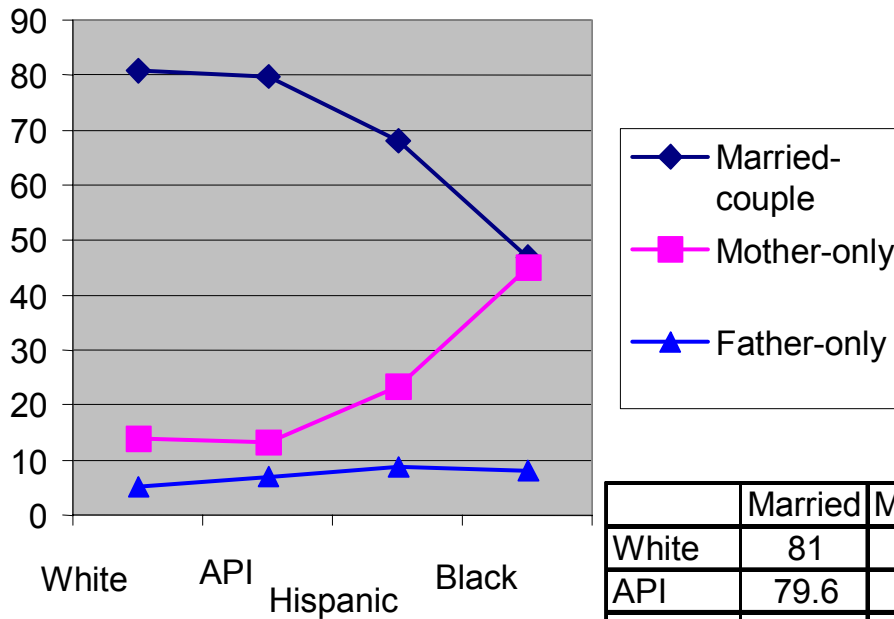
- 1) Promotes _____. What do I mean?
- 2) Gives husbands more say so on “_____”;
- 3) Promotes 2nd Shift (see chapter on Gender);
- 4) Makes female careers less likely. Why? (Less than _____% of US spouses believe _____ - Pepper & Swartz 1983).

S143b) Percentage of related children under 18 living below selected poverty levels by family structure, 1980-2002:



NOTE: Estimates refer to children under 18 related to the householder. In 2002, the average poverty threshold for a family of 4 was \$18,392 in annual income. SOURCE: U.S. Census Bureau, March Current Population Survey.

S143c) % of each Family Type, by Race, in 2000



	Married	Mother	Father
White	81		5
API	79.6		7.1
Hispanic	67.9		8.7
Black	47		8

S:

Siz

Source: *Statistical Abstract of the United States: 2002*

_____ of step children live with their biological mother.

Pros:

-Children living with a step father do _____ at school as those living with their biological fathers & _____ than those with an absent father.

Cons:

-Usually less of a bond than with biological parent;
 -Harder to enforce discipline with older kids.

*Source: Hughes & Kroehler, *Sociology the Core*, 2005:344.

S143e) Single-parent Families: over _____% of all US families in 2002:

_____ % - Single Mothers, _____ % - Single Fathers;

Pros: Children less likely to adopt rigid gender stereotypes;**

Cons (compared with dual-parent kids) :

- _____x higher rates of juvenile delinquency;

-Higher school _____ & _____ rates;

-More likely to have out-of wedlock children themselves;

-Greater likelihood of ending up in poverty (about _____x higher in single-mother families).

Sources: * Hughes & Kroehler, *Sociology the Core*, 2005:346-48; ** Stevenson & Black 1988, "Paternal absence and sex-role development". *Child Development*, 59, 793-814

S143f) Cohabiting Families: (i.e., residing together outside of marriage)

- ____% of all out-of-wedlock births are to cohabiting mothers;
- A _____ of 1st & 2nd marriages began as cohabiters;

Problems confronting Cohabiting Families:

- Higher rate of school troubles & emotional/behavioral problems than for single-mother kids (for white & Hispanic teens)*;
- Women cohabiting for longer than a year are _____x more likely to get hit by their men than are women who have been married for longer than a year**;

*: Nelson, Clark & Acs 2001, *Beyond the two-parent Family*;

**Kenney & McLanahan 2001:14 @ www.jcpr.org/wp/wpdownload.cfm?pdflink=wpfiles/kenney_mclanahan.pdf;

S143g) Profiles of Cohabiting Men & Violence-Prone Men*:

Factors that increase the likelihood of male violence:*

- being young,
- having less education,
- having a low income,
- being unemployed,
- having a low income,
- using drugs.

Compared to married men, cohabiting men are more likely to be*:

- Younger,
- less-educated,
- lower-paid,
- more unemployed,
- have less stable job histories, &
- using more drugs.

Note: Figures on cohabiting men apply only to men who have cohabited longer than 1 year.

*: Kenney & McLanahan 2001:8-12 @ www.jcpr.org/wp/wpdownload.cfm?pdflink=wpfiles/kenney_mclanahan.pdf.

S144a US Incidences of Domestic Violence & Abuse:*

- ____% of US women reported being physically assaulted by an intimate partner (2000);
- ____% of married women reported marital rape (1990);
- ____% of pregnant women battered by spouses or partners (1994);
- ____% of Americans believe a “good hard spanking” is sometimes necessary in disciplining a child (in 1994) Source: *Sociology the Core*, Hughes & Kroehler 2005:352-3.

How could a “good hard spanking hurt anyone?

- Children spanked regularly are more likely to be _____

_____. * Source: Hughes & Kroehler, *Sociology the Core*, 2005:352-3

S144b US Incidences of Incest and Sexual Abuse:

- ____% of women & 16% of men disclosed being sexually abused during childhood in a 1985 survey;*

- ____% of women reported being abused by a relative by the time they reached 18 (1987);*

Sources: * Hughes & Kroehler, *Sociology the Core*, 2005:352-3; ** Anderson 2003:186, *Thinking About Women*.

S144c) Social conditions of most sexually abusive households:*

1) Perpetrators are usually the father, uncle or other male authority figure;

2) Physical force and coercion used by above men to control their families;

3) Mothers are usually _____, have low _____, are emotionally battered, and overly _____ on the men in their lives;

4) No one will listen to the child due to shame, fear, or social isolation.

Source: * Hughes & Kroehler, *Sociology the Core*, 2005:353.

S144d) Traits of a High Quality Day Care Facility:*

-Small size;

-Low _____ - _____ ratio;

-Well-trained staff;

-Good Equipment;

-Healthy/caring Environment.

* Source: Public Agenda 2000; Hughes & Kroehler, *Sociology the Core*, 2005:354.

Is this what the majority of US day care centers look like?

S144e) The State of Child Day Care in the US:

-1995 study of 400 large child-care centers in 4 states: found: “[t]he level of quality... at most U.S. child-care centers...does not meet children's needs for health, safety, warm relationships and learning”;¹

-“Family day care” provided approximately 66% of US child care in 1986, but ____% were

unregulated & only ____ of the providers had any training;²

Findings of a 1997 US Congressional study:

- Child care quality in over ____% of child-care centers did not meet the “high standards” of the Early Childhood Environment Rating Scale;

- ____% of non-regulated day care providers were illegal, and ____% of them offered inadequate child care quality;

-There is a ____% yearly turn-over rate for child day-care teachers;³

-Childcare workers are in the lowest ____% of wage earners in the US;⁴

1) Garber 1998, “Three studies chart quality, child welfare” @ <http://pressherald.mainetoday.com/specialrpts/daycare/super2.html>; 2) Eheart 1987, “Training Day Care Providers” @ www.ericdigests.org/pre-925/day.htm;

3) www.policyalmanac.org/social_welfare/archive/child_care.shtml ; 4) Hughes & Kroehler, *Sociology the Core*, 2005:354.

(S144e2) Percentage of US Children in Self Care (i.e., no adult supervision):

• ____% of children 6-12 regularly cared for themselves after school (2002 Urban Institute Study) [1];

- ____% of 12-year-olds regularly cared for themselves while their parents were at work (U.S. Department of Education 1998) [2];
- ____% of children 12-14 regularly cared for themselves after school (US Census 2000) [3]

(1) www.childrensdefense.org/earlychildhood/schoolagecare/keyfacts2003_schoolagecare.pdf;

(2) www.nwrel.org/request/jan99/article4.html;

(3) www.census.gov/Press-Release/www/2000/cb00-181.html .

S144f **Maternity Leave Levels by Selected Country**

Weeks of Maternity Leave at 100% of Pay:		Weeks Off : Pay:	
France	26	South Africa	12 45%
Vietnam	24	United States	
Russia	20	New Zealand	14 0%
Chile/Cuba/Belarus		Japan	14 60%
Norway/Ukraine	18	Canada	18 55%
Brazil	17	Italy	20 80%
Poland	16.5	Australia	52 0%
Netherlands/Spain	16	Sweden	52 90%

Source: International Labor Organization, 1997 Report (as found in *Sociology the Core* 6th edition: 260.

S144g: **Percentage of People Living in Poverty in Various Nations of the Industrialized World (1990 -2000)***

Nation	% in Poverty	Nation	% in Poverty
Luxembourg	3.9	Switzerland	9.3
Finland	5.4	Spain	10.1
Sweden	6.6	Austria	10.6
Norway	6.9	Japan	11.8
Germany	7.5	Ireland	12.3
Belgium	8.0	United Kingdom	12.5
France	8.0	Canada	12.8
Netherlands	8.1	Australia	14.3
Denmark	9.2	United States	

***Poverty = having less than 50% of the median disposable household income.**

Source: www.undp.org/hdr2003/indicator/excel/hdr03_table_4.xls

S144g) The Costs of US Child Care:**Chart 28: Average Percent of Family Income Spent on Child Care, by Income-to-Needs Status (1998)***Sawhill/Thomas
Brookings (2001)

*Among families estimated to have paid for child care. For the purposes of this table, Income-to-Needs status is assigned before family income is adjusted for child care expenses, but after adjustments have been made for tax liability, EITC receipt, and Food Stamp benefits.

Unit 10: Crime & Deviance**(S120) Topic Objectives for Deviance & Crime Topic:**

- 1) What is social deviance?
- 2) How does society control deviance?
- 3) What sociological theories exist to explain deviance?
- 4) What forms crime takes, which are considered deviant, and how is crime measured?
- 5) When does drug use become a crime?
- 6) How does gender shape criminality?
- 7) How effective is the criminal justice system?
- 8) Does the criminal justice system discriminate?

(S121) Magazine Test on Deviance. Give your self one point if you've ever:

- 1) smoked a cigarette before you were 18?
- 2) had an alcoholic drink before you were 21?
- 3) gotten so drunk you passed out or couldn't remember what you did when you were drunk?
- 4) tried an illegal drug?
- 5) cheated on a test?
- 6) keep extra change from a cashier that wasn't really owed to you?

122b) Social Deviance: human behavior that violates a society's _____ and is _____ by society.

How would the following deviant acts be negatively sanctioned?

Child molesting?

Being a nerd in school?

Dressing “weird”?

S122c) US Attitudes on Homosexuality by Demographics, 2004*

Question: "Do you think homosexual relations between consenting adults should or should not be legal?"				
Group:		Yes	No	DK/Refused
National		52%	43%	5%
Race:	White	55	41	4
	Nonwhite	44	50	6
	Black	36	59	5
Age:	18-29 years	59	41	0
	30-49 years	58	34	8
	50-64 years	52	46	2
	50 years & +	45	51	4
	65 years & +	35	57	8
Education:	College graduate	71	24	5
	Some college	58	37	5
	HS Grad or less	37	58	5
Income:	\$75,000 & +	65	30	5
	\$50,000-\$74,999	53	42	5
	\$30,000-\$49,999	54	43	3
	\$20,000-\$29,999	47	45	8
	Under \$20,000	39	58	3
Community:	Urban area	56	38	6
	Suburban area	55	40	5
	Rural area	42	55	3

*Source: The Gallup Organization, Inc. (<http://www.albany.edu/sourcebook/pdf/t299.pdf>)

S124a: Dating & the Exercise of Informal Social Control Mechanisms:

Jim invites Tina out on a date and then:

- Shows up on his bike, and
- Orders lots of food & insists on splitting the bill.

Which norms are broken?

What kind of **informal** social control mechanisms should he expect as a result of his deviance?

◆ **S124b): Stigmatization:** the process of _____ full social _____ to an individual based on their appearance, personality, character, racial or social affiliation, or sexual orientation.

S124c) Common Objects of Stigmatization:

- Bodies:

- Style:
- ethnic & religious minorities:
- political rebels:
- sexuality rebels:
- sex category & gender rebels:

S126) Merton's Theory of Structural Strain

- Societies like the US socialize people to admire the _____;
- Whenever structural oppression prevents _____ via legitimate means (i.e., conformity), people respond with one or more adaptations that _____ (i.e., innovation, retreatism, rebellion, or ritualism) .

(S127a) Merton's Adaptive Strategies:

- **Innovation:** finding an _____ to wealth & success if official/legal routes are blocked.
- **Ritualism-** obsessive conformity to rules & regulations when one is overwhelmed by bureaucracy or loses sight of the organizational goals.
- **Retreatism:** _____ the game & _____ out of mainstream society itself.
- **Rebellion:** adapting to an unpleasant reality by attempting to _____ of society itself.

S127b) Differential Association Theory: Exposure to people that are disposed to _____ causes higher levels of _____.

- The longer & more frequent the contact, the _____ the effect.

Evidence?

* Source: Coleman & Kerbo, *Social Problems*, 2003: 344-5.

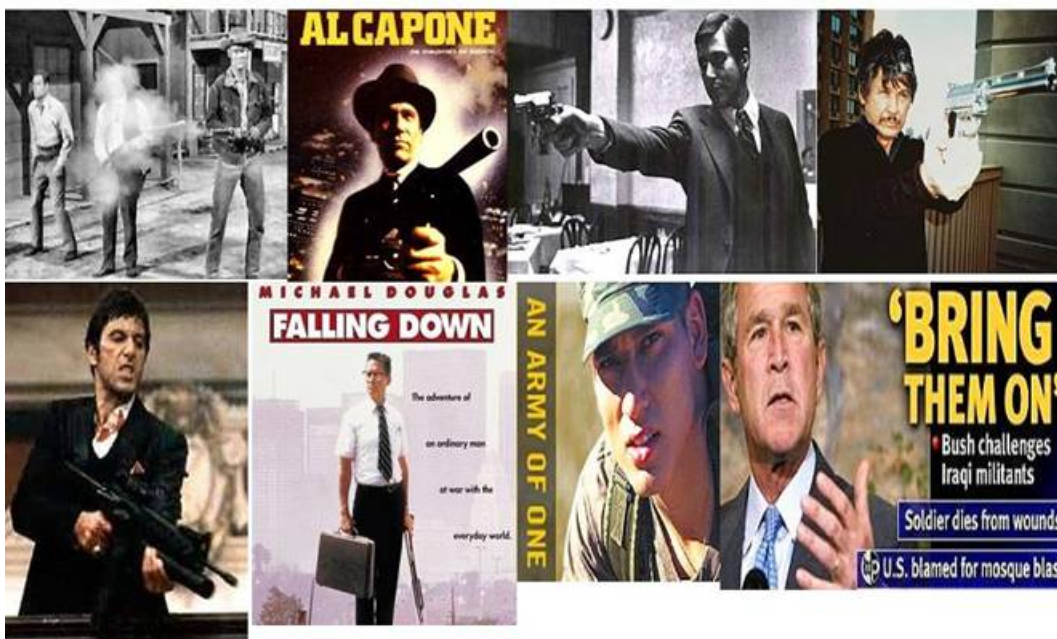
S128) Propositions of Social Control Theory

- That deviance is normal & expected, and it is _____ that needs to be accounted for.
- Factors determining whether kids will be _____;
- Strong _____ to parents, school, church &/or other community institutions;
- Strong commitment to conventional _____;
- Regular involvement in general activities; & sees social norms as valid.

How Socially Integrated Were Eric & Dylan?



What's a Man Gotta do to Prove Himself Around Here?



S129) Labeling Theory

- Most deviance is ignored or unpunished by society;
- Getting labeled a deviant creates a social _____ & _____ treatment by others, which in turn encourages resentment & more deviance in the future.

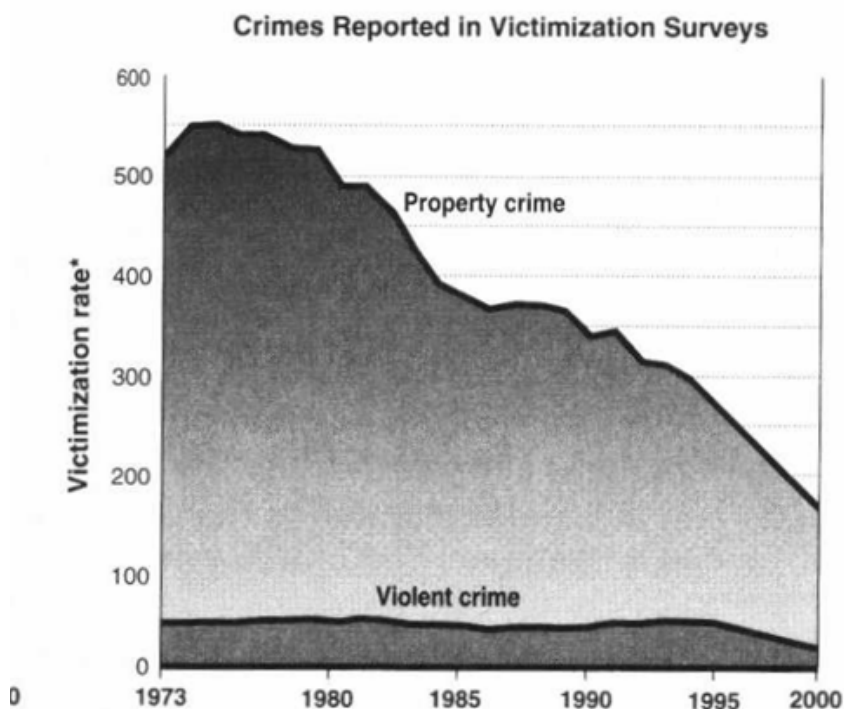
(S130a) Types of Crime

Violent Crimes: offenses against _____; Examples?

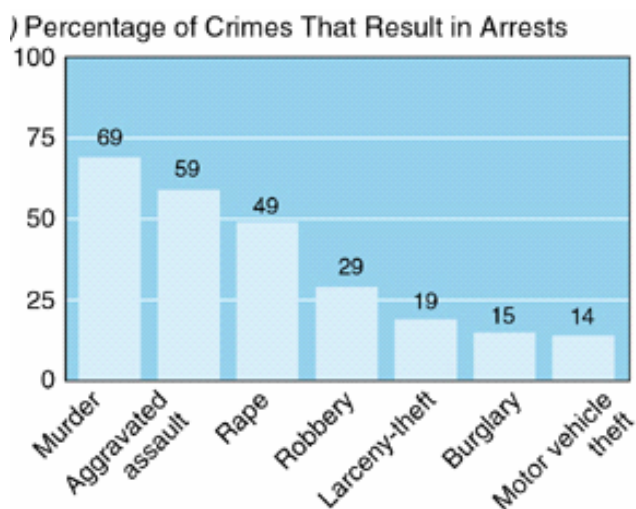
Property Crimes: crimes against _____: **Examples?**

Victimless Crime: crimes against the public _____ and _____.
Examples?

S130b) **Crime Rates over Past 30 Years:**

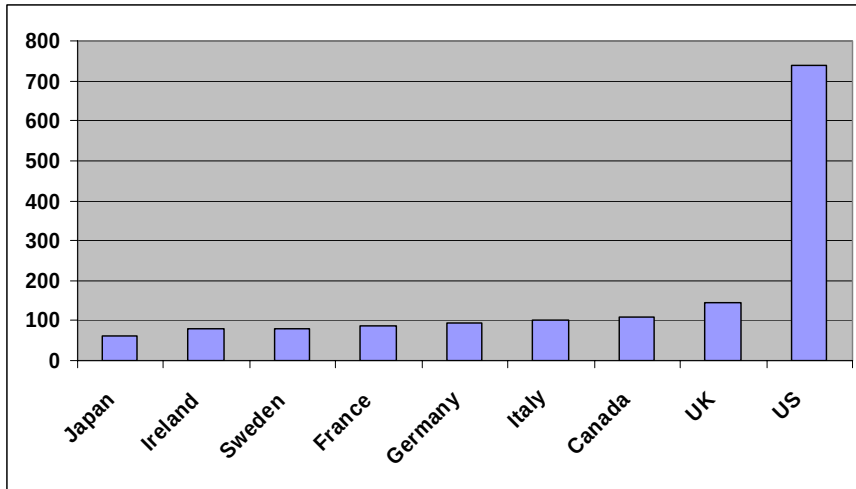


S130c) 2000 US Arrest Rates by Type of Crime*



* Sources: (a) Lawrence A. Greenfield, "Prison Sentences and Time Served for Violence," *Bureau of Justice Statistics Special Report* (U.S. Department of Justice, Office of Justice Programs), NCJ 153858, April 1995. (b) U.S. Department of Justice, 2000. (c) Federal Bureau of Investigation, 2000

S131) S131a) US vs. Other Industrial Powers' Incarceration Rates (per 100,000) in 2006.



Source: www.nccd-crc.org/nccd/pubs/2006nov_factsheet_incarceration.pdf

S131b) 2006 International Incarceration Rates of Major Industrial Nations & Degree US Rate tops other Nations:

Nation	Incarceration Rate (per 100k)	Degree of US Preponderance
Japan	62	
Ireland	78	9.5
Sweden	78	9.5
France	88	8.4
Germany	95	7.8
Italy	102	7.2
Canada	107	6.9
UK	145	5.1
US		

Source: www.nccd-crc.org/nccd/pubs/2006nov_factsheet_incarceration.pdf

S132) 2006 Homicide Rates of Major European Industrial Powers (per 100,000 deaths) and Degree of US Preponderance *

Nation	Homicide Rate	Degree of US proponderance
Luxembourg	0.66	
Austria	0.67	
Iceland	0.68	
Norway	0.87	6.2
Germany	0.98	5.5
Sweden	1	5.4
Switzerland	1.03	5.2
Italy	1.13	4.8
Ireland	1.28	4.2
Denmark	1.31	4.1
Spain	1.34	4.0
Netherlands	1.37	3.9
France	1.63	3.3
Belgium	1.85	2.9
Finland	2.3	2.3
US*		

Sources: * www.scotland.gov.uk/Publications/2007/12/14114316/25;
www.whitehouse.gov/fsbr/crime.html

S133) Explaining the Failure of the US Criminal Justice System to Lower the Homicide Rate:

- 1) Most serious crimes can't be solved;
- 2) Harsh sentencing (i.e., "deterrence"), is not a strong deterrent to violent crime;
- 3) Drug repression has higher priority than controlling violent crime.

S134) Rate at which Serious Crimes are Solved in the US:

- Only ____% of all serious crimes reported result in an arrest;
- Only ____% of arrests result in conviction;
- Only ____% of all serious crimes reported lead to a conviction (i.e., $1/5 \times 1/2 = 1/10$)

■ So how much of an impact can prisons have on serious crime?

S135a) Murder Rates in Various US States in 2002, per FBI* →

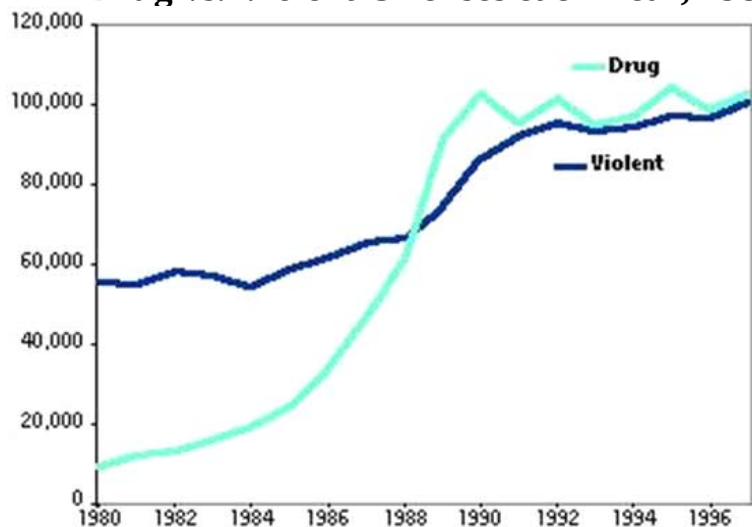
• In 2002, 66% of all US executions occurred in Texas, Missouri, & Oklahoma. Are citizens in those states safer? **

*: Murder= Murder & non-negligent man-slaughter; Source: http://www.fbi.gov/ucr/cius_02/xl/02tbl05.xls.

**Source: *Sociology the Core*, 7e, Hughes & Kroehler, 2005: 171.
 -California=40 at 6.8

	STATE	Per 100k
1	North Dakota	0.8
2	New Hampshire	0.9
3	Maine	1.1
4	South Dakota	1.4
5	Iowa	1.5
6	Montana	1.8
7	Hawaii	1.9
8	Oregon	2.0
9	Utah	2.0
10	Vermont	2.1
	National Average	4.6
28	Oklahoma	
34	Missouri	
36	Texas	

S136) Number of people sent to US State Prisons for Drug vs. Violent Offenses each Year, 1980-1997:

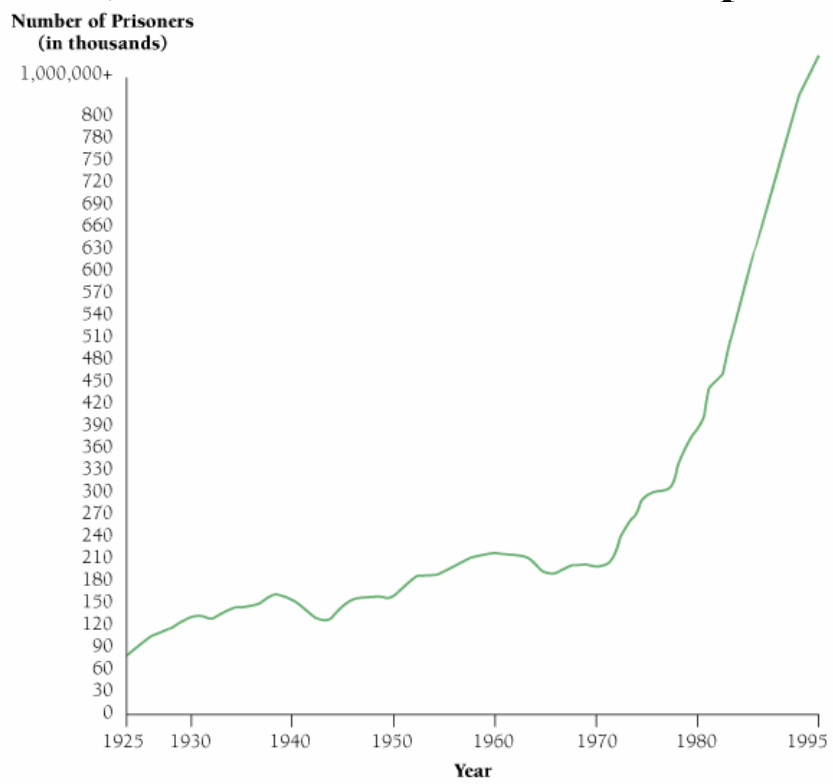


Source: Gilliland, Darrel K. *Trends in U.S. Correctional Populations, 1992*. Washington, D.C.: U.S. Department of Justice, Bureau of Justice Statistics, 1992, and Mumola, Christopher J. and Beck, Alan. *Trends in U.S. Correctional Population, 1997*. Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics, in press.

For details
see
<http://www.cj.org/pubs/poor/pp.html>

Note: According to the US Bureau of Justice, between 1987-2003 5% of all U.S. homicides were drug-related (on average). See <http://www.ojp.usdoj.gov/bjs/dcf/duc.htm>.

s137) Growth of U.S. Prison Pop:1925-1995



Source: Bureau of Justice Statistics, 1982, *Prisoners 1925-1981*, Washington, D.C., GPO, 1982, and *ibid.*, *Correctional Populations in the United States*, 1995.

S137b) The Imposition of Mandatory Sentencing Laws:

“Mandatory Sentencing”: laws passed by the voters of 24 states, and for all federal crimes, that generally “mandate” or require:

1) longer terms for _____ crimes;

2) _____ the sentences for 2nd strike-able felonies; and

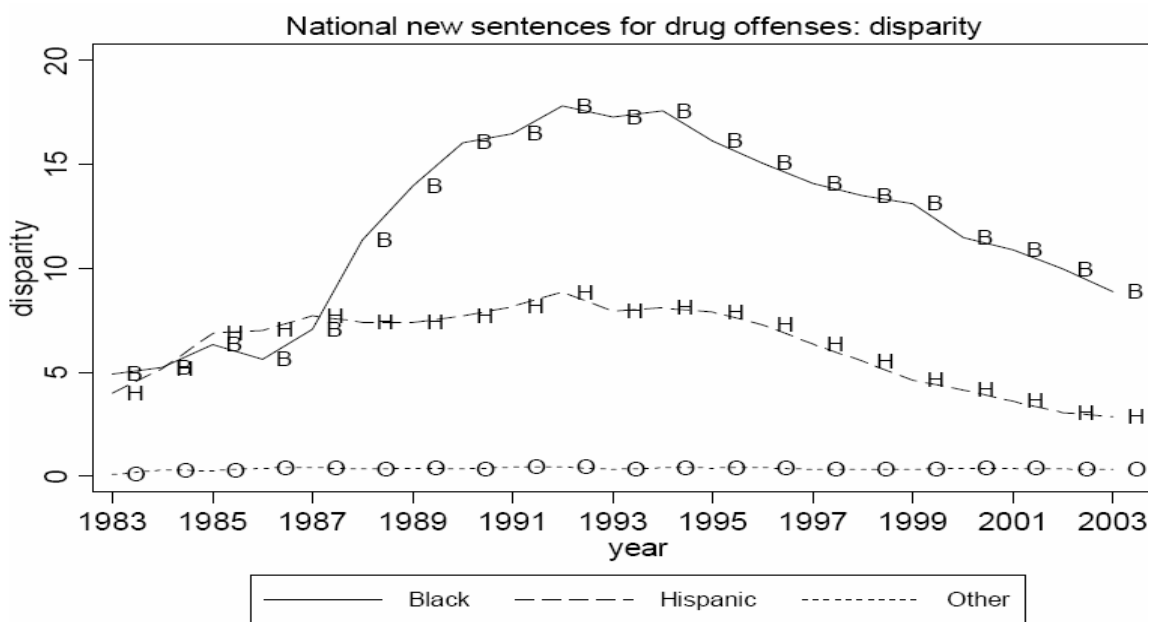
3) requiring life sentences for a 3rd _____.

Source: National Institute of Justice, (1997) "Three Strikes and You're Out": A Review of State Legislation @ www.ncjrs.org/pdffiles/165369.pdf .

S138) Black/White Incarceration Rates by State (1996 US Census)

DC	49.0	MICHIGAN	9.4	ALABAMA	6.6
MINNESOTA	26.8	DELAWARE	9.4	MISSISSIPPI	6.6
WISCONSIN	21.3	UTAH	9.3	SOUTH CAR.	6.6
CONN.	20.0	VIRGINIA	9.0	TENNESSEE	6.5
IOWA	19.1	OREGON	8.9	NEVADA	6.5
PENN.	18.4	LOUISIANA	8.9	WEST VIRG.	6.3
ILLINOIS	17.2	FLORIDA	8.7	GEORGIA	6.3
NEW JERSEY	15.2	NORTH CAR.	8.7	NEW YORK	6.2
TEXAS	12.5	MISSOURI	8.4	NORTH DAK.	6.0
NEBRASKA	12.4	WASHINGTON	8.3	ALASKA	6.0
RHODE ISL.	12.4	KENTUCKY	8.3	SOUTH DAK.	5.8
CALIFORNIA	_____	ARKANSAS	8.1	ARIZONA	5.0
MASS.	11.1	OKLAHOMA	7.8	NEW MEXICO	4.5
OHIO	10.9	NEW HAMP.	7.5	IDAHO	3.3
KANSAS	10.8	COLORADO	7.5	HAWAII	2.7
MARYLAND	10.2	WYOMING	7.4	VERMONT	2.5
INDIANA	9.5	MONTANA	7.1	NATIONAL	_____

S138b) Racial Disparity in U.S. Drug Sentencing 83-03:



Calculated from National Corrections Reporting Program and Census Population Data
Ratio of Minority Rate to White Rate (Disparity Ratio)

Source: www.ssc.wisc.edu/~oliver/RACIAL/StateTrends/RacialPatterns_Intro_National.pdf

S138c) California
Death Sentence
Rates for
Offenders by
Offender Race
& Victim's Race
1990-99:

White Life:
3.2x Black,
White Life:
4.3x Hispanic

Source: *Santa Clara
Law Review Vol. 46*

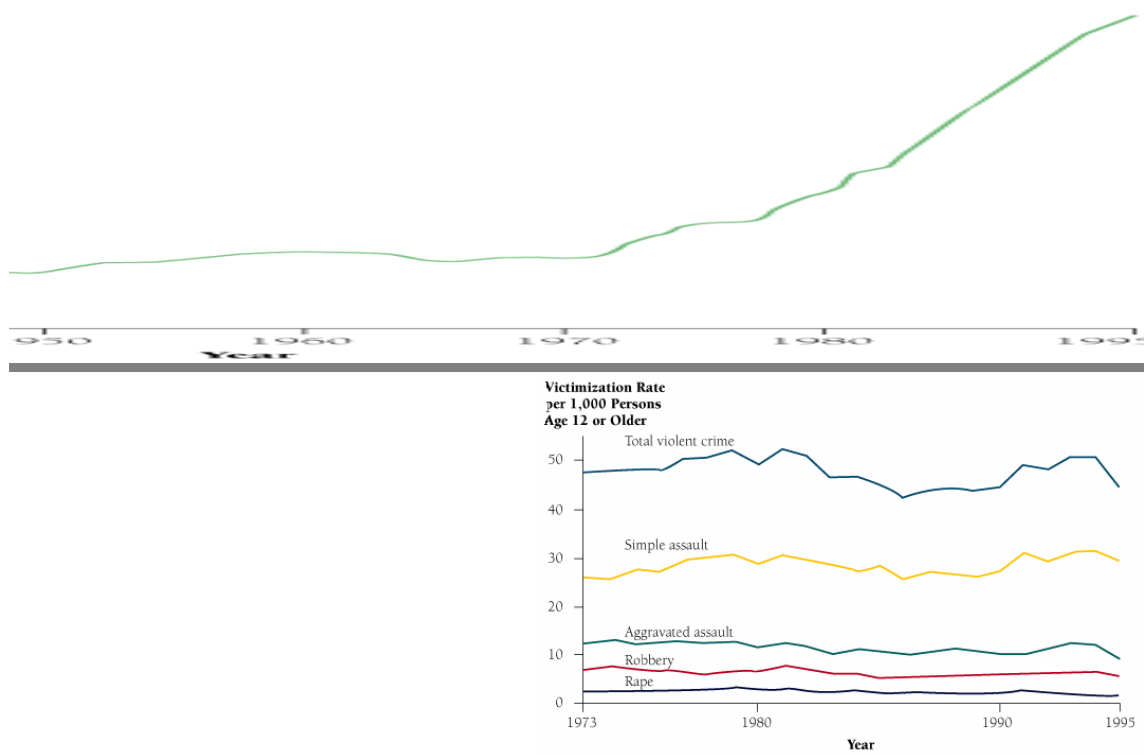
[www.scu.edu/law/client/
pdf/lawreview_
46sclr001.pdf](http://www.scu.edu/law/client/pdf/lawreview_46sclr001.pdf)

Race of Defendant	Cases	Death Sentences	Death Sentences per 100 Suspects
Race of Victim: White non-Hispanic			
White non-Hispanic	4206	79	1.8783
African American non-Hispanic	984	34	3.455
Hispanic	1306	25	1.914
Total	6496	138	2.1244
Chi Square = 9.885; df = 3; p = .020.			
Race of Victim: African American non-Hispanic			
White non-Hispanic	244	0	.0000
African American non-Hispanic	5355	36	.672
Hispanic	782	7	.895
Total	6381	43	.6739
Chi Square = 2.228; df = 3; p = .527.			
Race of Victim: Hispanic			
White non-Hispanic	540	10	1.8519
African American non-Hispanic	1243	7	.563
Hispanic	8715	35	.402
Total	10,498	52	.4953

S138d) Reagan-Era Stiffer Sentencing
for Crack than Cocaine or Heroin

	5 yr. Sentence (no parole)	10 yr. Sentence (no parole)
Crack Cocaine:	gms.	gms
Powder Cocaine:	500 gms.	5000 gms.
Heroin:	100 gms.	1000 gms.

S139) US Incarceration Rate (top) vs. Violent Crime Rate



■ **S140)** Comments of a New York director of Corrections Official: “building more prisons to address crime is like building more graveyards to address a fatal disease (Molowe 1994/Giddens 1996).

■ What did he mean by this statement?

S141) % of Crimes Committed by Men in 1992 (US Census 1994)

Crime:	Percentage Male:	.
Murder	90.3	
Rape	98.7	
Robbery	91.5	
Assault	85.2	
Burglary	90.8	
Theft	67.9	
Auto theft	89.9	
Arson	86.6	
All serious crime	77.9	
(Gang membership	92%)*	.

*Data from 1998 Youth Gang Survey

Unit11: Social Change & Social Movements

S146) Class Objectives: Social Change & Social Movements

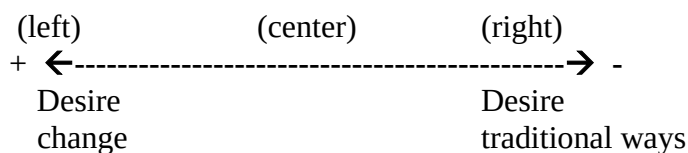
- How and why does social change occur?
- What are the causes of social movements?
- What types of social movements exist?, and
- What has been the US government's response to various social movements?

• **S147) Social Change:** the process whereby patterns of social behavior, relationships, institutions and stratification systems are _____.

(S148) Social Change in the US over the Past 2 Centuries:

- In 1790 ____% of population lived in rural areas, (today ____% live in towns & cities);
- Until 130 years ago, slavery still existed in the US;
- Until mid-20th century-religion shaped many laws & customs of life.

(S149) Political Category per Attitude toward Social Change



S149b) Instructions: List 3 Real World Examples of each Political Type (in US or Abroad).

Radicals * Reformists * Conservatives * Reactionaries

- 1) Reactionaries: people who find social change so distasteful they want to return politically & socially to a much earlier era.
- 2) Reformists: people who wish to modify the system but not completely replace it.
- 3) Conservatives: people who wish to maintain the status quo of wealth, power & social customs.
- 4) Radicals: people who aim to replace the system with a markedly new system.

(S150) Absolute Deprivation Theory

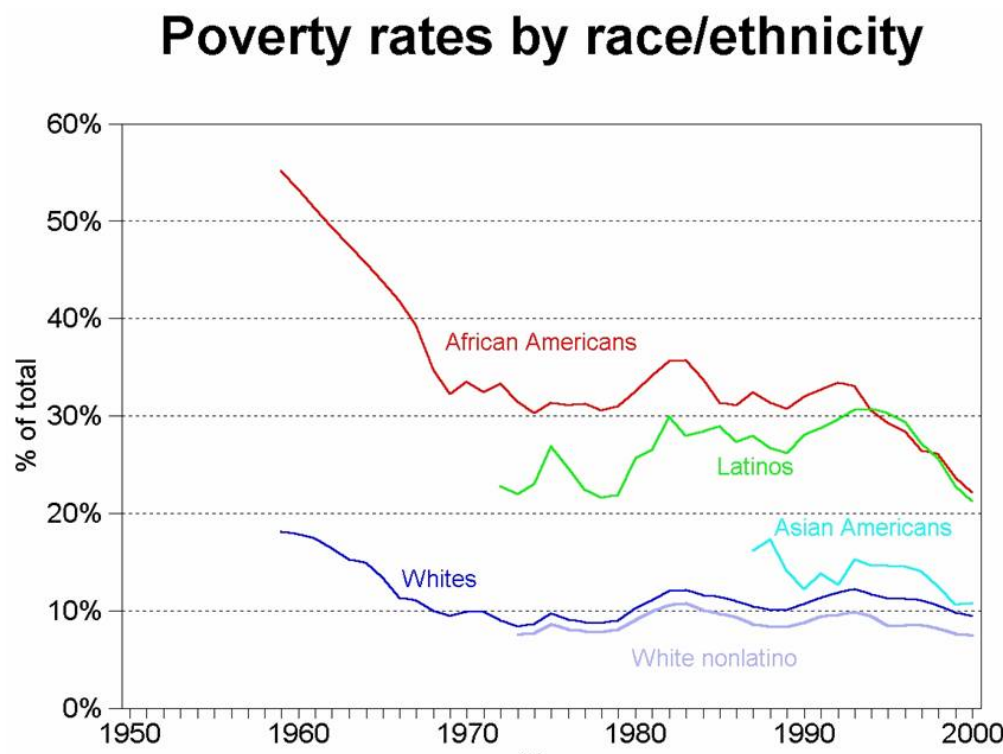
- Marx/Engels argued that when workers became so impoverished by _____ that they could no longer support themselves, they would _____.
- But do most of the poorest nations experience revolutions?

- **S151a-b) Relative Deprivation:** What's important is not how deprived one _____ is, but how
- deprived one _____.

Whenever people's living conditions improve->expectations go up .

--But if improvement in conditions slows down, people begin to _____;

How does this explain the timing of the 1960s Counter-Culture & the "Black Power" movements (see graph below)?



Source: US Census @ www.bsos.umd.edu/socy/vanneman/socy441/trends/povrace.html

(S152) Resource Mobilization Theory:

- Revolutions & social movements can't succeed unless they have the proper _____ and _____ forms to survive.

- US example of this ?

(S153) Example: Black Liberation Movement

- Arose due to preexisting base of organizations in South which allowed people to:
- form _____;
- get friends _____;
- have voter registration/sit ins (i.e., SNCC, SLCC, NAACP, COR, Church Groups, unions, etc.)

S154a) “Theory of Protest” Requirements of Successful Revolutions:

- Good _____ (i.e., underground party in Russia);
- Proper _____ (political support, weapons, medicine, etc.);
- Common _____ which unite people (China-anti Japanese struggle, Russia-out of WWI)
- Opportunity- important _____ incidents.

S154b) How did these events lead to a “turning point” in US politics?

Turning Points?



S155) Using the Theories to Explain 60s Movements

- **relative deprivation:** white teenagers frustrated in 1960s growing up in most affluent point in US history→ expected more out of life than 9-5 job;
- **resource mobilization-** groups like Black Panthers able to use the organizations formed during Civil Rights struggle to recruit new members (voting roster as mailing lists);
- **theory of protest-**common opposition to Vietnam War united many groups which otherwise wouldn't have worked together.